DOCUMENT RESUME

ED 125 492 HE 008 085

AUTHOR Molek, Frank J., Ed.
TITLE The Admission and Academic Placement of Students from Selected Arab Countries. A Workshop Report.
INSTITUTION American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE Nov 75
NOTE 109p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Administration; *Admission (School); Bibliographies; *Comparative Education; Educational History; Elementary Education; *Foreign Countries; *Foreign Students; Guidelines; *Higher Education; Organization; Post Secondary Education; Secondary Education; *Student Placement; Tables (Data); Vocational Education
IDENTIFIERS *Arab Countries; Egypt; Jordan; Kuwait; Saudi Arabia

ABSTRACT

A group of 25 members of the higher education community of North America visited the Middle East for the purpose of improving admissions criteria and academic placement of Arab students. Group findings and the consensus of recommendations are reported. Countries studied were: Egypt, Kuwait, Jordan, and Saudi Arabia. Examined were each country's people, its educational history, structure, and administration, and its primary, secondary, technical, vocational, and higher educational institutions. Also included is a list of special services and a bibliography. (Author/KE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED125492

THE ADMISSION AND ACADEMIC PLACEMENT OF STUDENTS FROM SELECTED ARAB COUNTRIES

A Workshop Report

EGYPT

JORDAN **KUWAIT**

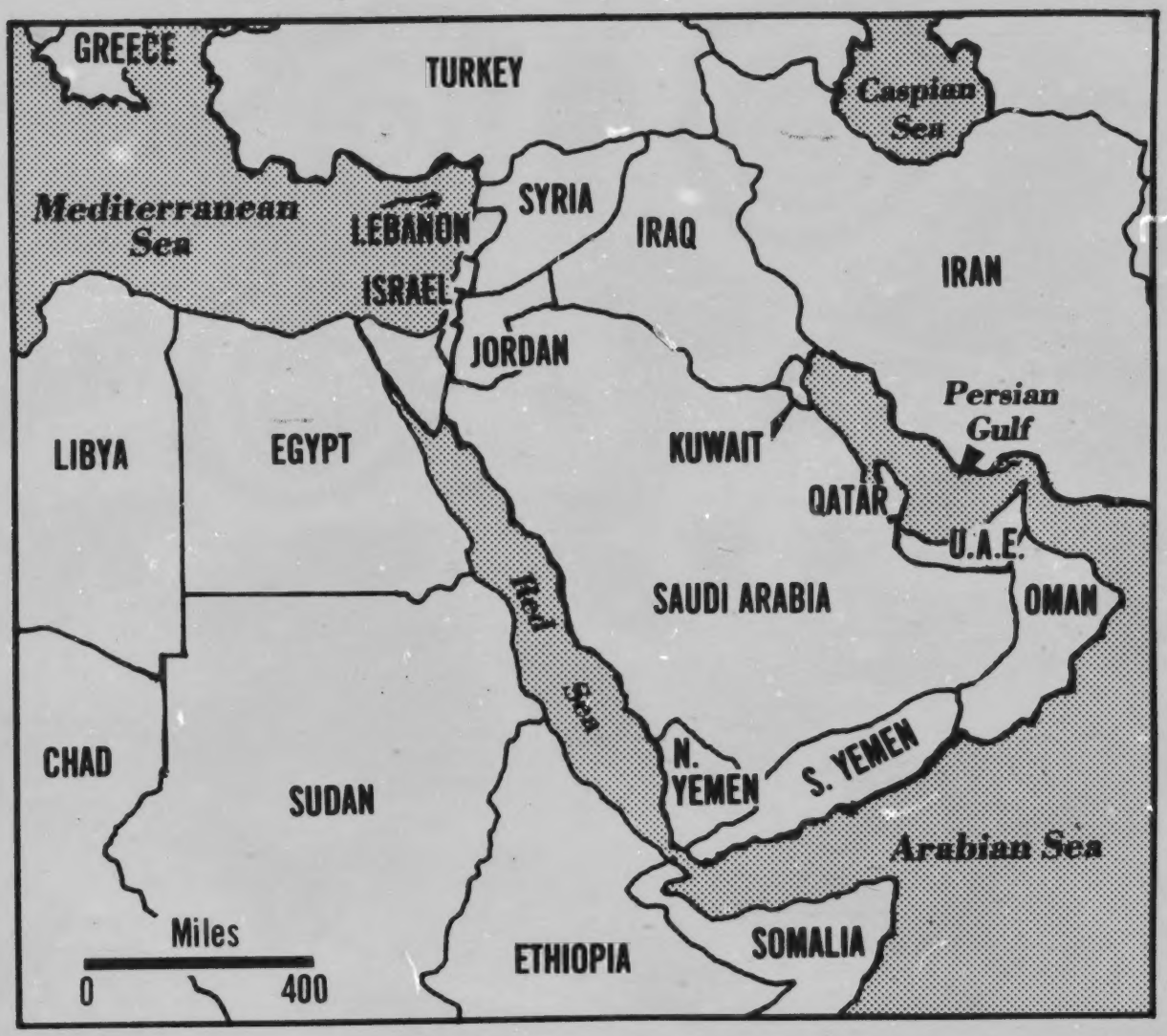
SAUDI ARABIA

Report Editor
Frank J. Molek
Associate Director of Admissions
Georgetown University
Washington, D.C.

THE JOINT COMMITTEE ON WORKSHOPS
The National Association for Foreign Student Affairs
The American Association of Collegiate Registrars and Admissions Officers

HE008085

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



Reprinted by permission of *Washington Post*

TABLE OF CONTENTS

Preface ..... *v*

Acknowledgements ..... *vii*

Introduction ..... *viii*

EGYPT

*Map ..... *x*
*American Team, Egyptian Resource People 1-3
*Chart of Educational System 4
*The Country and Its People 5
*Education - A History 5-8
*Education - The Structure and Administration 8-9
*Primary and Secondary Education 9-11
*Technical and Vocational Education 11-15
*Higher Institutes 15
- History and Development 15
- Helwan University 15-17
*Universities 18
- Admission Requirements At National Universities 18-19
- Grading System 19-20
- Summary and Description of All Institutions 20
- Ain Shams University 20
- Alexandria University 20
- Assiut University 20
- Cairo University 20
- Helwan University 20
- Mansura University 20
- Tanta University 20
- Zagazig University 23
- Al-Azhar University and School System 23
- American University in Cairo 23-24

*Placement Recommendations 25
*Special Services Available 25
*Bibliography 25-26

JORDAN

*Map 28
*Introduction 29
*American Team, Jordanian Resource People 29,31
*Chart of Educational System 30
*The Country and Its People 31
*Education—A History 32-33
*Primary and Secondary Education 33-35
*Vocational Technical Education 35
*Commercial Schools 36
*Industrial Schools 36
*Agricultural Schools 37
*Teacher Education 37
*Higher Education 38
-The University of Jordan 38-41
-The University of Yarmouk 41
-West Bank 41

*Placement Recommendations 42

KUWAIT

- *Map . . . 44
- *American Team, Kuwait Resource People . . . 45-47
- *Chart of Educational System . . . 46
- *The Country and Its People . . . 47
- *The Country—A History . . . 47
- *Education—A History . . . 47-48
- *Education—Kindergarten through Secondary . . . 48-51
- *Secondary Vocational Technical Education . . . 51
- *Private Schools . . . 51-52
- *Religious Institute . . . 52
- *Special Guidelines for Admissions Officers . . . 52-53
- *Higher Education . . . 53
- *Kuwait University . . . 53-56
- *Post-Secondary Technical Schools . . . 56
- *Teacher Training Institutes . . . 58
- *Other Schools . . . 58
- *Placement Recommendations . . . 58
- *Bibliography . . . 59

SAUDI ARABIA

- *Map . . . 60
- *American Team, Saudi Resource People . . . 61-62,64
- *Chart of Educational System . . . 63
- *The Country and Its People . . . 64
- *The Country—A History . . . 64-65
- *Primary, Intermediate, Secondary, Technical Education—An Overview . . . 65-70
- *Teacher Education . . . 71-73
- *Higher Education . . . 73-74
- *Summary of Universities—Their Faculties and Degrees
  - -Islamic University . . . 74-75
  - -Islamic University of Imam Muhammad Ibn Sa'ud . . . 75-76
  - -King Abdulaziz University . . . 76-77
  - -King Faisal University . . . 77
  - -University of Petroleum and Minerals . . . 78
  - -University of Riyadh . . . 78-81
  - -Other Institutions . . . 81
- *Placement Recommendations . . . 86
- *Special Services Available . . . 87
- *Bibliography . . . 87

COMSEC

- *Reflections—Lee Thompson . . . 88-94
- Bibliography . . . 94-95

APPENDICES

- *Workshop Staff and Participants . . . 97
- *Country Visits . . . 98-99
- *Workshop Presentations . . . 99-100

PREFACE

Today, more than ever, the influence of the Middle East as one of the cradles of civilization of the Western world is felt by many. Its economic, social and political influence crosses virtually every part of our daily lives. Today, we find not only many people from the Arab world in the United States studying or maintaining professional careers, but we also find ourselves vastly influenced in our own lifestyles by their culture. Additionally, more and more of us from North America are concerned with educational development in this region of the world. We find an increasing number of students from the Middle East studying in North American institutions of higher education. And in fact, their influence has had a major impact upon their North American counterparts.

In October and November 1975, 25 members of the community of higher education of North America visited the Middle East for the purpose of improving the process by which admissions and academic placement of Arab students takes place. This report attempts to catalog the findings of this group and to portray the consensus of recommendations that were identified by the group. As has been stated in the preface of previous workshop reports, admissions officers and foreign student advisors will find that the report suggests qualitative and quantitative considerations that should be made before critical educational decisions are made.

This was the tenth in a series of workshops sponsored by the Joint Committee on Workshops (JCOW). Earlier workshops were sponsored by the National Association of Foreign Student Affairs (NAFSA). JCOW was created in 1969 when the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the College Entrance Examination Board (CEEB) joined NAFSA in the sponsorship of projects. Since 1965 three workshops have been held at the East-West Center in Honolulu, two in Puerto Rico, and one each in Bad-Goodesberg, West Germany, Santo Domingo, Dominican Republic, West Africa, and Scandinavia.

The 25 participants in this workshop were selected from over 100 applicants. Their diversity in background and expertise was shown through the variety of institutions they represented. However, the majority were administrators who work in the admission and placement of international students at the professional and graduate school level. Virtually all of them came from admissions backgrounds. It should be pointed out that all participants joined in the planning of the workshop itinerary. However, primary responsibility was held by the team coordinators who were deeply involved in the planning of the in-country arrangements with the in-country host(s).

It is important to state here that the countries involved are in a state of constant flux—educationally. As this document comes off the press, it will find some of its material already outdated. In spite of this inevitability, it is the purpose of this task force to provide their colleagues with as timely, accurate, substantial and helpful a piece of research material as is possible.

As with the workshops on Scandinavia (September 1973), the group was divided into four (4) country teams. Originally, Lebanon was one of the countries to be included. Extensive planning by the team and in-country administrators promised a full country stay. However, the political/military situation of the summer of 1975 continued through the fall prohibiting such a visit, and JCOW was required to postpone the in-country research on Lebanon. Much to the credit of the Lebanese team members and the good services of the American Friends of the Middle East in Beirut and Amman, the program involving the educational system of Jordan was designed and planned. We are particularly grateful to the many people in Amman, to the government of Jordan, as well as to the United States Mission for their support, candor and helpfulness in light of the situation. We will see the section on Jordan as a part of the general report. Additionally, it is important to know that as soon as it is possible, a small group of the Lebanese experts will make arrangements to complete their task to publish a supplementary document under separate cover.

The format of the workshop followed closely that of the Scandinavia workshop. Following a three-day orientation in Cairo, the teams spent the following ten days in their respective countries. The entire group then reassembled at the end of this time to write its report, make its recommendations and present those recommendations for final approval. We all found the format to be particularly helpful. The opportunity for extended in-country stays to gather necessary research information was imperative. Many also felt that is was quite necessary to have additional time at the end of the workshop to allow for immediate rewrite and update of the reports.

We suggest that you refer to the reports of the previous nine workshops (listed on the back of this document). They vary in style, content, and format, but all will provide the admissions and placement officers with insights concerning the background and rationale for selection placement decisions.

In this workshop we were fortunate to have as an observer the President-Elect of the Community Section (COMSEC) of NAFSA, Lee Thompson. She has included her observations as part of the final section of this report. We feel that her findings will round out your information on the educational systems within a rapidly changing society.

We hope that in some small measure our enthusiasm for what we have learned and what we now share with you will continue to bring even more closely together students from

the Middle East and those here, and that our relationship with the Arab world will continue to grow even stronger.

In acknowledging the assistance of the many who supported this effort I was particularly fortunate to have had Ann Epstein design the cover of this document and produce much of the graphic art work associated with the manuscript. The experience of working with a group of 25 professionals in a vibrant part of the world was one of the most exciting things I have done. However, I am aware and grateful that if it were not for the support of the Georgetown University Admissions Office, I would have been unable to honor Bob Hefling's request that I assume the Editorship of this report four weeks before the workshop. I owe my colleagues at Georgetown and my wife (and co-editor!) Juliana my thanks.

Frank Molek
Editor

ACKNOWLEDGEMENTS

The 23 days spent in the Middle East was the culmination of more than two years of effort on the part of many people. To identify all of the people who played a significant role in the formation and success of this endeavor would be an insurmountable task. In chronological order I do wish to recognize groups as well as individuals without whose able assistance this workshop would never have materialized.

Members of the Joint Committee on Workshops (JCOW) as well as the staffs of the central offices of the National Association for Foreign Student Affairs (NAFSA), The American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Friends of the Middle East (AFME) were involved in the initial planning. Their wise counsel and cooperation continued throughout the total planning and implementation period.

Financial support for the workshop was provided in part by the governments of Kuwait, the Arab Republic of Egypt, and Saudi Arabia. (Lebanon had agreed to provide in-country logistical support; however, we were unable to take advantage of that offer.) In addition, the Lilly Endowment, the Arab American Oil Company, the Kuwait Oil Company, the International Education Research Foundation, the College Entrance Examination Board, the Bureau of Cultural and Educational Affairs of the United States Department of State, the Agency for International Development, and Trans-World Airlines, all made generous contributions in support of the workshop.

While in the throes of planning and fund-raising, Virgil Crippin, President of AFME, and Hugh Jenkins, Executive Vice President of NAFSA, were particularly helpful to me. Their moral support as well as support of a substantive nature encouraged me to proceed with an optimistic approach when the prospects appeared the most grim.

The participants have recognized a number of officials in the four countries who were particularly helpful. However, representatives of these countries serving in the United States were a continual source of support to me. Specifically, Mr. Ghazi Abdul Jawad of the Saudi Arabian Educational Mission, Dr. Ahmed Azzam, Cultural Affairs Counselor of the Arab Republic of Egypt, Mr. Saud Al-Gharabally and Mr. Yusuf Al Badr, Cultural Attaches of the State of Kuwait, and Mr. Melham Salman, Cultural Counselor of Lebanon, devoted many hours to first, the seeking of in-country financial support, second, in helping to identify and obtain references, and third, in establishing schedules for the participants.

I wish to express very special thanks to Dr. and Mrs. William Polk and their children, who so graciously opened their Cairo home to the thirty-six members of the workshop group for an unforgettable evening of hospitality and conversation. Dr. Polk as well as other distinguished guests of that evening provided a unique orientation and introduction to the Arab World.

To Mrs. Amany El-Diffrawy and her able assistant, Mrs. Cheridan Abdul Kader of the Cairo AFME office the participants and I owe a great deal. As director of the Cairo office, Amany assigned Cheridan to our workshop full time. However, she and the other members of her staff were also available whenever we needed assistance. The efficient help of that office that was so generously given made our stay in Cairo an unforgettable experience.

To my assistant, Bob Hannigan, I am deeply indebted for the many, many details he handled so well, and to Frank Molek, who stepped in at the last minute to assume the tiring and endless tasks of the report editor I am also most grateful.

The team chairpersons and the participants are really the sum and substance of any workshop and its subsequent report. In the case of the Middle East Workshop participants, I was impressed with their diligence, with their pre-departure preparation, with their ability to cope with the unexpected, with their dedication to their assignment, and most of all, with their humanness. Their joys, their disappointments, their ill health and their camaraderie, all helped to strengthen the group effort and made my part most pleasant.

Robert J. Hefling, *Director*
Middle East Workshop
October-November, 1975

INTRODUCTION

The Middle East includes a number of countries, and that number will vary with the orientation of the individual identifying the area. During the planning stages for this workshop, the members of the Joint Committee on Workshops considered only the countries of the Arab Peninsula and the eastern Arab countries of North Africa. The Arab Republic of Egypt, Kuwait, Lebanon, and the Kingdom of Saudi Arabia were selected for study, as those countries have the largest number of students studying in the United States.

The civil strife in Lebanon was a concern to all of us during the final planning stages. The Assistant Workshop Director had visited that country in July and, with the able help of Orin Parker of AFME, planned an excellent program for the participants going to Lebanon. At the very last minute, (in fact, after I arrived in Cairo on October 14) we had to cancel the Lebanon visit due to the acceleration of the civil war and the general insecure situation that existed there. The Lebanese team had been alerted to this possibility and Jordan had been selected as an alternate country; however, an alternate program had not been developed for that country, nor had accommodations been reserved for the team. In spite of the last minute change, the lack of prior planning, and the lack of adequate accommodations, the participants going to Lebanon proceeded to Jordan and did an outstanding job of reporting on that country, as is shown by their report included in this text.

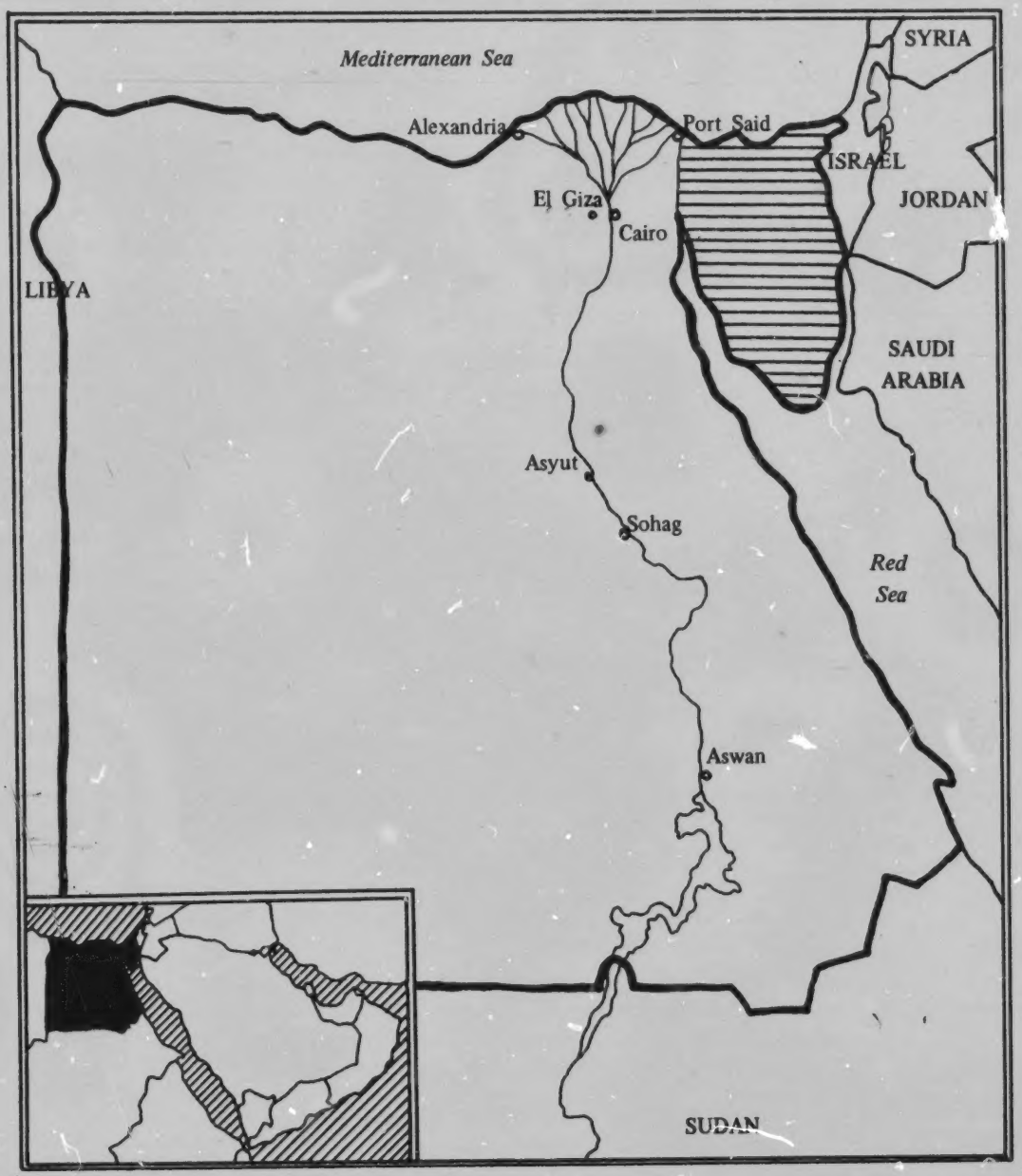
This workshop was extremely fortunate in having four well-qualified observers accompanying the group. Although they were not funded by the workshop budget, each observer accepted the responsibility of being a regular participant, and responded accordingly. The section of this report entitled, "Middle East Mosiac," was the result of the work of one observer and constitutes a new dimension not found in the previous reports of this nature. That commentary should be of particular interest to all professionals and volunteers who work with foreign students.

The participants found that the numbers of students coming to this country to further their education will continue to increase. The current information included here is presented in order to better consider, evaluate, place, and advise these students in order that they return to their homes to apply their increased knowledge and skills so desperately needed in the manpower development of their country. By careful study of this report this dissemination of knowledge and skills can be facilitated with the greatest benefit to all concerned.

Robert J. Hefling
March, 1976

*Mrs. Thompson was the Chairman-elect of the Community Section of NAFSA at the time of the Workshop. She was invited by the Workshop Director to participate as an observer and to prepare a commentary on the social-cultural background of the students coming from the countries being studied. She did spend approximately two weeks in Egypt and was a member of the team that went to Saudi Arabia for eight days. In addition to participating in the interviews and visits of the other participants, Mrs. Thompson took advantage of every opportunity to explore her interests with numerous people outside of the academic spectrum. This section of the report is the result of her keen obsevations and insights.

EGYPT


Mediterranean Sea
SYRIA
Alexandria
Port Said
ISRAEL
El Giza
Cairo
JORDAN
LIBYA
SAUDI
ARABIA
Asyut
Sohag
Red
Sea
Aswan
SUDAN

THE ARAB REPUBLIC OF EGYPT

COUNTRY TEAM

Chairperson: Mrs. C. Sari Halasz, Director
Graduate Admissions
University of California, Los Angeles

Dr. George H. Brooks, Director
International Education
University of Northern Colorado

Richard N. Elkins, Director of Admissions
Kansas State University

Josephine Leo, Director
International Education Services
University of Maryland

James R. Remillard, Assistant Director
Foreign Admissions
State University of New York at Buffalo

Diane Wood, Admissions Counselor
Office of Admissions
University of Michigan

Hattie Jarmon, *Observer*
Education Specialist
Office of International Training
Agency for International Development

IN-COUNTRY RESOURCES

Listed below are the individuals who contributed to or participated in various phases of the workshop planning and program.

Mrs. Amany El-Difrawy, Director
American Friends of the Middle East, Inc.
Cairo, Arab Republic of Egypt

Mrs. Cheridan Abdel Kader
Program Officer
American Friends of the Middle East, Inc.
Arab Republic of Egypt

Prof. Dr. El-Hadi Affifi
Dean of Faculty of Education
Ain Shams University

Prof. Dr. Mohamed Morsi Ahmed
Secretary General
Association of Arab Universities

Mr. Shafik Atta
Director General of Preparatory Education
Ministry of Education

Prof. Dr. Shafik I. Balbaa
Secretary General
Supreme Council of Universities
Member of the National Council for Education, Scientific Research & Technology

Prof. Dr. Mahmoud Darwish
Vice President for Student Affairs
Cairo University

Dr. Fouad El Bahey
Undersecretary, National Center for Educational Research
Ministry of Education

Mrs. Nadia El Emary
Dean of Higher Institute for Physical Education

Prof. Dr. Hassan El Feky
Dean of Faculty of Education
Assiut University

Mr. H. El Harras
Director General of Primary Teachers Education
Ministry of Education

Mrs. Mona Kamal
Director of First Undersecretary Office
Ministry of Education

Mr. Mahmoud El Komi
Director General for Examination Affairs
Ministry of Education

Prof. Dr. Engineer Abdel A. El Mahdi
Head, Electrical & Electronics Department
Helwan University, Technical Higher Institute, Shoubra

Dr. Mustafa El Marashly
Dean of the Higher Institute of Technology
Helwan University

Prof. Dr. Ahmed El Moghazy
Dean of Faculty of Pharmacy
Assiut University

His Excellency Prof. Dr. Hamdi El Nashar
President
Assiut University

Mr. Hassan El Sawi
In charge of Curriculum Affairs

Prof. Dr. Mohamed L. El Sayed
Vice Dean and Head of Electrical Department
Helwan University, Higher Institute for Technology, Helwan

Prof. Dr. Ahmed Fathi El Zayyat
Vice President, Student Affairs
Al-Azhar University

Mr. Abou El Enein Fahmy
Director General of Foreign Cultural Relations
Ministry of Higher Education

His Excellency Prof. Dr. Abdel Razek Abdel Fatah
President
Helwan University

Mr. Abdel Aziz Habib
First Undersecretary for Administration & Financial Affairs
Ministry of Education

His Excellency Prof. Dr. Mustafa Kamal Helmy
Minister of Education

Dr. Solimen Hossein
Former President
National Specialized Council

Mr. Mansour Hussein
First Undersecretary for Planning and Manpower
Ministry of Education

Mrs. Magida Ibrahium
Undersecretary for Preparatory and Secondary Education
Ministry of Education

Prof. Dr. Ali Abdel Kader
Professor of Political Theory
Cairo University

Prof. Dr. Ahmed Kamal
Dean of Higher Institute for Social Work

Prof. Dr. Abdel Moneim Hassan Kamel
Vice President, Graduate Studies and Research
Assiut University

Prof. Dr. Salah Kotb
Director of Science Education Center
Ain Shams University

His Excellency Prof. Dr. Nagi El Mahalawi
President
Ain Shams University
2

Mr. Abdel Rahman Mahmoud
Director General for Secondary Education
Ministry of Education

Dr. Ezzat Abdel Mawgood
Lecturer of Education
Ain Shams University

Dr. Nabih Mohsen
Undersecretary for Technical Education
Ministry of Education

Mr. Hussein Abdel Moneim
Director General for Primary Education
Ministry of Education

Prof. Dr. Abdel Aal Hassan Moubasher
Dean of Faculty of Science
Assiut University

Mr. Hassan Mustafa
Former Undersecretary Ministry of Education
Member of the National Council for Education,
Scientific Research & Technology

Prof. Dr. Ibrahim Naga
Vice President, Graduate Studies & Research
Al-Azhar University

Prof. Dr. Abd El Megeed Osman
Vice President, Student Affairs
Assiut University

Dr. Mahmoud Radwan
First Undersecretary for Primary and Teachers Education
Ministry of Education

Dr. Hussein Sadek
Vice President for Graduate Studies & Research
Alexandria University

Mr. Ismael Safwat
Director of Admissions & Registration
American University of Cairo

Prof. Dr. Hussein Said
Former Minister of Higher Education
Member of National Council for Education,
Scientific Research & Technology

Miss Mary Salama
Director
Port Said School, Zamalek

Prof. Dr. Ahmed Abdel Ghafar Saleh
Former Vice President of the American University
Member of the National Council for Education,
Scientific Research & Technology

Mr. Carl Schieren
Director of External Relations
American University of Cairo

Engineer Mohamed Seoudy
Director General, Industrial Secondary Schools
Ministry of Education

Mr. Mohey El Dine Abou Shady
First Undersecretary for Foreign Culture Relations and Central Services
Ministry of Education

Prof. Dr. Fatehy Sherief
Dean of Faculty of Technology
Helwan University, Matareya

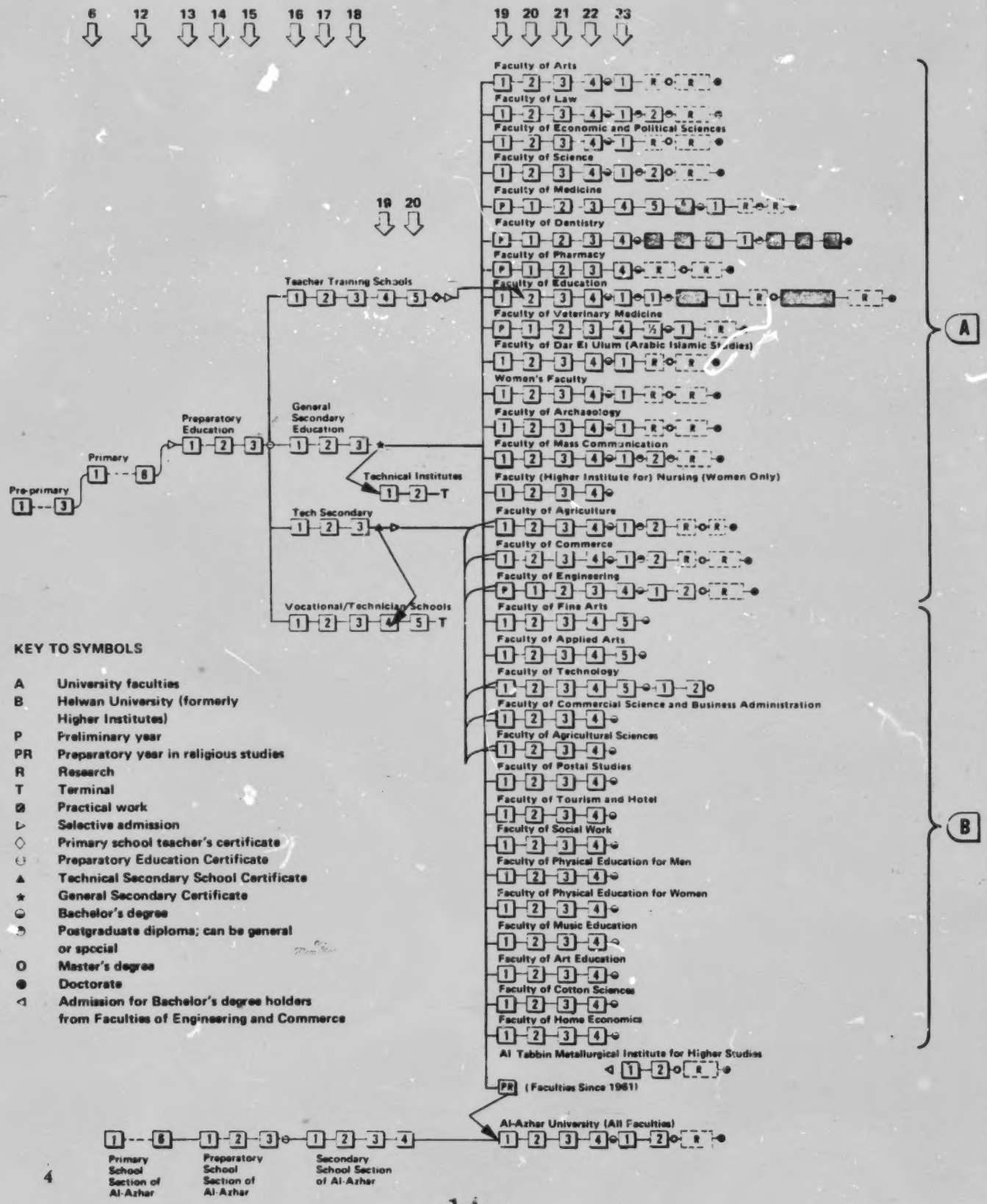
Prof. Dr. Mahmoud Shoukry
Dean, Faculty of Languages
Al-Azhar University

Dr. Ahmed Souelem
Assistant Professor, Organic Chemistry
Assiut University

His Excellency Prof. Dr. Soufi Abou Taleb
President
Cairo University

EDUCATION LADDER

ARAB REPUBLIC OF EGYPT



KEY TO SYMBOLS

A	University faculties
B	Helwan University (formerly Higher Institutes)
P	Preliminary year
PR	Preparatory year in religious studies
R	Research
T	Terminal
⊠	Practical work
⊳	Selective admission
◇	Primary school teacher's certificate
○	Preparatory Education Certificate
▲	Technical Secondary School Certificate
★	General Secondary Certificate
◒	Bachelor's degree
◑	Postgraduate diploma; can be general or special
O	Master's degree
●	Doctorate
◁	Admission for Bachelor's degree holders from Faculties of Engineering and Commerce

4

Primary School Section of Al-Azhar

Preparatory School Section of Al-Azhar

Secondary School Section of Al-Azhar

THE COUNTRY AND ITS PEOPLE

It would be presumptuous in a report of this nature for the authors to enter into a discussion of Egypt's magnificent ancient civilization, for much has been written on the subject. Therefore, the information presented here will concentrate on the other influences upon the educational system developing in Egypt.

Geography

The country occupies an area slightly larger than California, Nevada, and Arizona combined. Its dominant physical features are deserts to the east and the west of the Nile River, the second longest river in the world.

The country is still 70% rural. Hence, agriculture generates a large portion of the national income, with major crops of cotton, wheat, rice, and corn. At the end of the 1960's, the government concentrated on increasing productivity in every branch of industry even though oil had become the country's most important mineral resource. However, electric power supplied by the Aswan High Dam has reduced the role of oil and natural gas as major sources of fuel for both industrial and urban domestic purposes.

Demography

Egypt, with a population of approximately 40 million, is the most populous country in the Arab World and the second most populous country on the continent of Africa. The capital city of Cairo, with a population of eight million, is the largest city on the continent. Alexandria, the second largest city in Egypt, with a population of 2.5 million, continues to retain its importance as a northern seaport. Nearly the entire population (96%) lives along the Nile River Valley although it is less than 4% of the country's area. Thus the density of the area, more than 2,500 persons per square mile, is one of the highest in the world.

Egyptians are of Hamitic origin. However, there is some influence in the northern population by the peoples from the Mediterranean areas and the southern population by the Nubian peoples from black Africa. Indigenous minorities include more than three million Coptics who have retained their historic Christian affiliation; the 50,000 Bedouins, who are now in the process of assimilation into permanent settlement, and the Nubians of the south who originally came to the Nile Valley from Sudan. In 1964, many of the Nubians resettled on the east side of the Nile and are a chief source of labor in the delta region cities. Greeks, Italians, Maltese, and a few Armenians, comprise the foreign minority groups, located primarily in Cairo and Alexandria, who have retained their own language, religion and social customs.

Egypt, whose state religion is Islam and official language is Arabic, is 90% Sunni Moslem. However, English and French are both important commercial languages and are understood by the majority of the literate population. 40% of the population is in fact literate.

Characteristics of the People

As in most Arab families traditional familial attitudes remain strong. The family is a closely knit unit in which the members receive much psychological support from one another. When children reach adulthood, they continue to live at home until they marry, although hints of change are arising. Grandparents, aunts, uncles, and sometimes in-laws often live together, each playing an important role in the life of the family. The Egyptian family is patriarchal and cultural tradition favors the male. However, during the past generation, women have been making strides towards political and social equality, although the law still favors the male in cases of inheritance.

Government

On June 18, 1953, Egypt was officially declared a republic. In 1958, Egypt and Syria formed a union, terminated in 1961, called the United Arab Republic (UAR). However, Egypt retained the name United Arab Republic until 1971, when it then assumed its present name, the Arab Republic of Egypt (ARE). Under the Permanent Constitution proclaimed on September 11, 1971, executive autority is vested in the President (Chief of State). He is popularly elected to a six year term and must receive an absolute majority of the votes cast. The President appoints the Vice Presidents, the Prime Minister (Head of Government), and the Council of Ministers (Cabinet). The unicameral People's Assembly has 360 members; ten are appointed by the President. The term of an assembly member is five years. The highest court is the Court of Cassation whose judges are appointed by the President. The 25 political units into which Egypt is divided are called governorates (provinces), each administered by a governor appointed by the president.

THE BASIC EDUCATIONAL SYSTEM

History

Egypt's educational system has a considerable history. From earliest times all activity including education centered in the *mosque;* thus, the mosque became the earliest school. Students learned to read and recite the *Koran,* and hear lectures on such subjects as the *Koran,* law, tradition, Arabic philosophy, history, and medicine. This religious system, represented later by the University of Al-Azhar and its associated schools, dates back to the eighth century. The modern Egyptian educational system originated with the ascendance to power of Mohammed Ali in the nineteenth century when a new educational system developed along pragmatic, secular lines, co-existing with the traditional religious system. As Mohammed Ali identified his needs in maintaining political control in Egypt, he turned to education as the means for achieving his

goals. He sent students to Europe, chiefly to France, for scientific, technical, and military training. Between 1816 and 1831, he opened schools to train personnel in military fields as well as in auxiliary services required by a modern military organization. These schools included medicine, pharmacy, veterinary medicine, engineering, communications, and music for training buglers and trumpeters. To further develop an administrative structure, he established a school of accountancy as well as administration. To provide manpower for Egypt's industrial and agricultural enterprises, he established an industrial school, a school of irrigation, and a school of agriculture.

Thus, Mohammed Ali established an intensive network of higher technical schools, each designed to provide trained manpower for a specific field. This early attempt at relating education to the manpower needs of the society served to emphasize the need for coordinated educational planning among the sectors of an educational system and to identify the complex problems involved in attempting to establish modern educational institutions in a traditional setting. Mohammed Ali's attempts at modernizing education were thwarted by numerous problems such as finding knowledgeable instructors, qualified students, (no modern schools existed at the lower levels), as well as suitable instructional materials. To help assuage this latter difficulty, in 1835 he established a school of translation which had a bureau of translation. By 1848, the bureau produced over 2,000 documents which were translations of European texts. This influx of printed material from Europe represented a major channel for the introduction of new ideas and thus fostered the growth of an Egyptian national consciousness.

Mohammed Ali found it was necessary to coordinate and diversify the educational system that had developed. By the 1830's, the modern educational institution consisted of primary schools in every province and a large number of specialized colleges with but one preparatory school between the higher and lower levels. To remedy the inadequate preparation of the pupils, a special two year preparatory course was introduced.

The principles of the educational system during Mohammed Ali's reign and the characteristics of the schools developed during this brief period, forced the Egyptian educational system into a unique format that was to endure for many decades. For example, 1) the educational system became centralized; 2) higher institutions were designed specifically as a place to train officials and officers. Thus, the educational system provided a pipeline into government service. Such training entitled an individual to governmental and administrative positions; 3) the modern system was strongly elitist in character. The result was that the traditional schools remained the only source of education available to the masses. Thus, two separate and parallel systems of education, the modern and the traditional, emerged within the country, each committed to radically different values.

During this period, various types of international schools were established in Egypt. Among them were the missionary schools. the *ecoles libres gratuites et universelles,* nondenominational institutions sponsored by the French who were living in Egypt (admission was open to Egyptian and international students), and the "minority school," organized and administered by the local Greek, Italian, or Armenian community. They produced graduates who were highly westernized, entered professional, business, and governmental service careers. The graduates of the modern schools established by Mohammed Ali prospered and achieved a social status that was quite elite. Also, there existed a growing awareness by many reformers that education had to serve as a basis for the development of Egypt and therefore the achievement of economic independence. Thus, a growing demand for educational development emerged among the people. The latter half of the nineteenth century brought the introduction of numerous reforms calling for a reorganization of the educational structure. They were never fully implemented because of administrative and financial difficulties as well as due to the domination by the British. As a result, a keen sense of awareness of the country's educational problems had been created among many people. The continuing efforts of the reformers to promote a more viable educational system and to improve the quality of the teachers as well as the administrative stucture in general had begun to produce significant results.

Egypt in 1922 established a monarchy and proclaimed a new constitution. *Article 19* of this new constitution provided for compulsory free elementary education, normally terminal education for the masses. Primary schools, which led to an academically-oriented higher education, remained available on a tuition basis. The structure and philosophy of secondary education however, remained substantively the same.

Higher education, connoting post-secondary education today, is only a recent development in Egypt. Prior to the nineteenth century there were no institutions of higher education with the exception of Al-Azhar University, primarily an institution where students received the age-old training in Islamic subjects. Al-Jami-ah Al-Ahliyah was established in 1908 as an independent university financed by public donations and essentially free of state control. Egyptian University, the first official, national university was formally established in 1925. It incorporated Al-Jami-ah Al-Ahlyah as the college of arts, whereas the other existing higher institutions, law, medicine, engineering, agriculture, and commerce, became its other colleges. The Egyptian University changed its name to Fouad I University in 1936, and then to the University of Cairo in 1953. A second university was founded in Alexandria in 1942, and in 1950, Ain Shams University was founded. Throughout this period of expansion access to government employment was through higher education. However, the number of employment positions available for graduates steadily declined in relation to the number of applicants.

The Revolution of 1952 brought forth Egypt as a free and independent nation under President Gamal Abdul Nasser. The revolutionary government since 1952 has attempted to restructure the educational system to bring it into harmony with its political, social, and economic goals.

Changes occurred in structure and curriculum in grades 1 through 12. Changes and expansion occurred at higher levels.

By virtue of the "Law of Al-Azhar Development," colleges of modern sciences had been established in 1961, along with the original colleges of Islamic theology, jurisprudence and Arabic lanugage. In 1957, Assiut University was founded, followed by Mansura and Tanta Universities in 1972, and Zagazig University in 1974. Finally, Helwan University, Egypt's newest university, was established in 1975.

The rapid increase in the number of students entering higher education placed a tremendous burden on existing human and physical resources like the pressures earlier at the elementary and secondary level. The government resorted to two measures in an effort to accommodate the growing number of young people interested in pursuing higher education. The first, established in 1953, created the system of external students. These were students barred from attending classes. However, since the colleges of arts, commerce, have no attendance requirements, the students joined these three faculties. The second, established in 1957, provided a number of higher institutes to train students in various professional fields including fine arts, music, agriculture, commerce, and industry.

Shortly after the Revolution, the government initiated a national plan for priority projects. The first five-year plan, proposed for 1955-1960, included the following educational projects: 1) universal primary enrollment within ten years, 2) diversification and upgrading post-primary education with an emphasis upon technical and vocational education, and 3) qualitative improvements in such areas as curriculum development, teacher training, and educational administration. Although other five-year plans had been proposed, the country lacked the financial resources with which to implement many of the projects. However, since the middle of the 1950's, matters other than education had had a higher priority in Egypt, and therefore educational development had suffered. Today, only 3.7% of the national income is spent on education. However, those involved in forming national policy maintain hope in improving conditions as they relate to 1) the high illiteracy; 2) curriculum development; 3) examinations; 4) extension of compulsory education to grade nine; 5) teacher training; 6) shortages in staff and physical facilities; and 7) increased development of technical and vocational education.

Enrolling rural children in compulsory primary education remains a priority. The ratio of males to females for grades 1 through 12 is 2:1. This reflects strong cultural influences lessened perhaps by extension of compulsory education through grade nine. The success the Egyptians have in educating their female children will have significant repercussions for all levels of education and manpower development.

Administration

The Ministry of Education is responsible for all public and private primary, preparatory, and secondary institutions, including those offering primary teacher training and technical-vocational education. It also prescribes the curriculum, appoints teachers, administers examinations, and provides a system of inspection for subjects at all levels. Foreign (international) schools are responsible to the Ministry of Education, but supported privately.

The Ministry of Higher Education is responsible for all aspects of education pertaining to all universities and other institutions of higher learning, with the exception of the University of Al-Azhar. In this case the Ministry of Al-Azhar Affairs is responsible for all aspects of education as they pertain to the University of Al-Azhar as well as the ancient Muslim system of education that exists in the primary through secondary schools throughout the nation. There are other ministries outside of the jurisdiction of the Ministry of Education which maintain apprenticeship training centers at the secondary school level and also provide accelerated training for adults and skilled workers. Some examples of these other ministries are: 1) the Ministry of Industry, 2) the Ministry of Agriculture, and 3) the Ministry of Public Health.

There exists under the Ministry of Education, the Department of Foreign Cultural Relations and Central Services. In the area of foreign cultural relations this department oversees: 1) Egyptians teaching in Arab and African countries; 2) students from Arab countries coming to the ARE; and 3) educational bilateral agreements with other countries. In the area of central services, the department oversees: 1) general examinations; 2) free private education; 3) audio-visual education; 4) educational programs via radio and television; 5) in-service training for teachers; 6) physical education and social education; and 7) libraries.

A powerful body in higher education is the Supreme Council of Universities, a government organ which is *the* supreme council for governing the Egyptian universities. It is composed of thirty-three members. The most senior university president, who thereby sits in the cabinet of the Ministry of Higher Education, serving as a link between the government and the universities chairs the council. The members include: 1) presidents egyptian universities; 2) deputy presidents of the universities; 3) one delegate from each university chosen by members of each University Council for a term of one year; 4) five individuals chosen for their experience in university education and public affairs for a renewable term of two years and appointed by a decree issued by the Minister of Higher Education; and 5) the Secretary General of the Council. The functions of the Council are: 1) to formulate

the general policy of university education and research in order to meet the needs of the country; 2) to coordinate undergraduate and postgraduate studies throughout the universities; 3) to encourage cooperation at the faculty and department level among the universities; 4) to submit proposals to the government concerning the annual budget; 5) to consider all matters related to education at the various levels; and 6) to organize committees composed of members of the Council, members of the teaching staff, and experts to study matters requiring detailed study.

Another highly select government organ is the National Specialized Council, founded in June 1974, as a consulting body to the President of Egypt. The Council was created to allow for continuity in educational planning and policy regardless of changes in the office of prime minister. Although he is the titular head of the Council, the President appoints one member to serve as chairman whose responsibility is to submit to him the resolutions of the Council.

The National Specialized Council is to be composed of four subcouncils: 1) the Council on Education, Scientific Research, and Technology; 2) the Council on Economics and Products; 3) the Council on Services (Public Health); and 4) the Council on Culture and the Arts. However, only the first two exist currently. During its first year, the concerns of the Council on Education, Scientific Research and Technology were: 1) higher education; 2) general manpower; 3) religious education; 4) scientific research; 5) literacy; and 6) adult education.

Egypt is a member of the Association of Arab Universities, a nongovernmental association whose membership includes the presidents of all Arab universities. It meets twice annually to discuss: 1) standards in education in all Arab countries; 2) meetings of the deans; and 3) arrangements for exchange of faculty and students. Presently the Association is attempting to coordinate the programs of study, course-hours, etc., in the faculties of agriculture and science throughout the Arab universities.

The Association publishes a book in Arabic on the equivalencies of earned university degrees throughout the Arab world.

Structure

The educational structure presently consists of the following:

I. Primary education—grades 1-6
II. Preparatory education—grades 7-9
III. Secondary education—grades 10-12 or 10-14
  A. General Secondary—grades 10-12
    1. Literary (Arts) branch
    2. Scientific branch
  B. Technical Secondary—grades 10-12
    1. Commercial branch
    2. Industrial branch
    3. Agricultural branch
  C. Elementary Teacher Training—grades 10-14
  D. Vocational/Technician Training—grades 10-14
IV. Technical Institutes—grades 13-14
V. Higher Institutes—incorporated into the university system
VI. Universities ,

Certificates, diplomas, and degrees are described under the pertinent sections.

Language of Instruction

Arabic is the language of instruction in grades 1 through 12 with the exception of some private schools. It is also the medium of instruction at postsecondary schools, colleges, universities, and former higher institutes*. The exception where English is used is primarily in engineering and the sciences from the second and third years of one's study through completion. All years of study in medicine and medical related fields utilize English. At the American University in Cairo, English is the medium of instruction. In spite of the fact that some disciplines and some institutions use English as the medium of instruction, a student's proficiency in English may fall short of the level required for study in the U.S.

Academic Calendar

The school year calendar the system usually begins the third week in September and ends in either May or June, normally with a two week midyear break. However, the beginning date is sometimes affected by the month long fast of *Ramadan*. For example, in 1975, *Ramadan* ended on October 8. Classes began for grades 1 through 12 on October 11 and for higher education on October 18. Due to this delay, the midyear break may last only one week and the closing date may be extended another week.

Grading System

The grading scale in grades 1 through 12 is represented by a percentage figure (0-100 %), with 100 representing superior performance and 50 representing the minimum passing grade. In higher education, the following grading scale is generally used: 85-100, Excellent; 75-84, Very Good; 65-74, Good; 50-64, Pass or Fair; 35-49, Weak; 0-34, Very Weak. The latter two grades are failing marks. (Further information is provided under "Universities")

Legal Basis

The educational system in the ARE remains highly centralized. All policy is prescribed by law. An example of this is noted in Article 19 of the first Egyptian Constitution of 1923 provides for compulsory free elementary education. In July 1962, all public education from grade 1 through the doctorate was made free.

There is one law which governs admission to postsecondary studies. Admission to universities is determined by the results of the secondary school certificate examination and by a quota system established by each

*The Higher Institute of Shoubra, founded in 1961, used English as its medium of instruction until 1967. Its student body was primarily foreign. First and second year students had to include classes in English and Arabic.

faculty. Usually, those students with the highest scores enroll in the faculty of their choice; those with lower scores in the second choice; and so on. The quota system has been severely criticized, for it heightens the importance of examinations and selects out many who might develop later in their academic areas. Furthermore, there is often little relationship between a student's field of interest and the faculty to which he or she is assigned. This is especially true when the student is unable to enroll in his preferred area of interest.

In accordance with the law, every university graduate is guaratneed a job. However, at times the job may have little or no relationship to the education and training which the student has received.

PRIMARY, PREPARATORY, AND SECONDARY EDUCATION

Prior to its reform in 1956, the educational system in Egypt had two directional aims: First, to provide education to the elite and the civil servants from primary school through university; second, to render basic education to the rest of the population in the elementary schools. There were, however, five coexisting forms of education: 1) the traditional *kuttab* and Al-Azhar University; 2) the primary, secondary, and higher schools which charged tuition fees, taught foreign languages, and led to the academic secondary schools and universities (adopted from Europe at the beginning of the 19th century); 3) the elementary, post elementary, and elementary teacher training schools which were established by the British and neither charged tuition nor offered foreign languages; 4) the free, compulsory schools which were established by the government of Egypt in 1925 and were similar to the elementary schools; 5) the foreign (international) schools which were introduced to Egypt by foreign secular and religious groups and offered imported curricula. The tuition-free elementary schools were for the majority of the children. However, graduates of these schools were not allowed to continue their studies at academic secondary schools. They were permitted to enter only the religious secondary schools, leading to the University of Al-Azhar, or they could continue their studies at vocational and elementary teacher training schools. Several steps were taken to unify the differing educational systems, and in 1944 primary school tuition was abolished.

The educational system for grades 1 through 12 was reorganized by virtue of the low of 1956, to allow three forms of primary, preparatory, and secondary education. Students could complete this stage of education by attending public, private or Al-Azhar schools. (The Al-Azhar system is described under the University of Al-Azhar, and private schools are discussed below.)

Primary Education

The different types of primary schools have been united in accordance with the reforms of 1956. The primary level of education has become compulsory and coeducational for all children from the ages of six through twelve. Locally developed examinations are administered after the second and fourth years of primary school. If a student fails one of these examinations, or the sixth year final examination, the year may be repeated. If the student fails the secondary examinations a second time, the student is promoted to the next year despite the failure since education at this stage is compulsory. When a child reaches the age of 14 but has not successfully completed primary education, the Ministry of Education is no longer responsible for the student's education. As a consequence, the maximum amount of time that can be spent at this level of education is eight years. It may be noted that children have three opportunities to repeat year upon failure of second, fourth, and sixth year examinations, but cannot in fact repeat more than two of these three years since a third repetition would have to be made at age 15.

The curriculum is designed to give children basic literacy, preparation for the next stage of education, and some technical skills to assist in life adjustment. The following curriculum chart provides a weekly timetable of the total number of 45 minute periods devoted to each subject

PRIMARY EDUCATION

	Years					
Subjects	*1*	*2*	*3*	*4*	*5*	*6*
Religion	3	3	3	3	3	3
Arabic and Penmanship	10	10	10	10	9	9
Arithmetic and Geometry	6	6	6	6	6	6
Science and Hygiene	1*	2	2	3	4	4
Social Sciences (Geography, History, and Egyptian Society)	0	1*	3	3	3	3
Technical Education (Handicrafts and Arts)	2	2	2	2	2	2
Agriculture (boys)/ Home Economics (girls)	0	0	1	1	2	2
Physical Education	3	3	3	2	2	2
Music	1	1	1	1	1	1
TOTAL	26	28	31	31	32	32

*one hour observations

The differences between the spoken and written forms of Arabic require that a proportionately large amount of time be allotted to the subject.

In the 1974-75 school year, 85% of all six year olds (750,000 children) were enrolled. The year 1980 is the target date for enrolling 100% of the children reaching the minimum age. Enrollments in all grades of the 10,140 primary schools totalled 4,074,893 for the academic year 1974-75. In the same year 90% of the children completing the sixth grade passed the final examination, standardized

at the governorate level, and were awarded the *Primary Cerificate*, allowing them to continue to the preparatory stage.

Post-Primary Education

The secondary school system underwent several modifications prior to the 1956 law. The length of secondary school varied between three, four, and five years, with the fifth year providing specialization in literary, scientific, or mathematics branches. Normally, a student entered at the age of twelve. With the passage of the Act of 1953, the preparatory school emerged to replace the last two years of the primary and first two years of secondary school instruction.

The law of 1956 divided the secondary school curriculum into two levels: three years of preparatory and three years of secondary. Presently, there are three types of secondary schools: general, technical, and elementary teacher training. (A fourth option for postpreparatory level education is through the relatively new vocational/technician schools that offer terminal programs.) General secondary education is divided into two sections: literary and scientific. Technical secondary education is divided into three branches: industrial, agricultural, and commercial. (Technical secondary education is described under "Secondary Education, Technical Studies.")

Preparatory Education

Under current policy, preparatory education provides a three year curriculum in general academic subjects which prepares graduates for varied secondary school programs of education. All former technical preparatory schools which offered programs in industrial, agricultural, and commercial studies have now been converted into secondary level institutions. Total enrollment in 2,663 preparatory schools in 1974-75 was 1,199,554. The following curriculum chart provides a weekly timetable of the total 45 minute periods devoted to each subject.

PREPARATORY EDUCATION

	Years		
Subjects	*1*	*2*	*3*
Religion	2	2	2
Arabic	6	6	6
English (French in 10% of Schools)	5(6)	5(6)	5(6)
Arithmetic and Mathematics	4	4	4
Science and Hygiene	4	4	4
Social Sciences			
Geography	1	1	1
History	1	1	1
Egyptian Society	1	1	1
Technical Education (Handicrafts and Arts)	2	2	2
Agriculture (boys)/ Home Economics (girls)	2	2	2
Physical Education	2	2	2
Music	1	1	1
TOTAL	31	31	32

Locally developed examinations are administered in May at the close of the first and second years of preparatory school. Students who fail three subjects, must repeat the academic year. Students who fail two subjects may retake examinations in those subjects in August. If one fails again, the academic year must be repeated. Students who complete the prescribed curriculum and pass the Preparatory Examination, developed at the governorate level and administered by each governorate in June, receive the *Preparatory Certificate*. Students who fail this examination are not able to retake subject examinations, but rather must repeat the academic year.

In the 1974-75 school year, 75% of those enrolled passed the Preparatory Examination. Certificate holders with high marks may proceed to general academic secondary schools, technical secondary schools or primary teacher training institutes. Those who pass with lower marks are directed into the technical secondary schools, primary teacher training institutions or vocational/technician institutions. Enrollment in 1974-75 at the 410 general secondary schools and the 205 secondary sections affiliated with preparatory schools was 340,000 (225,000 male and 115,000 female). Enrollment in 1974-75 at the 515 technical secondary schools was 333,113, at the 66 elementary teacher-training institutes it was 33,275, and at the 4 technician schools the enrollment was 2,825. Thus, a total of 709,213 students were enrolled at the secondary school level.

Secondary Education, General Studies

The Education Act of 1953 reorganizing the general secondary education provides a general academic curriculum of three years. Students take general courses the first year, but during the last two years they specialize either in the scientific or literary (arts) section.

Students attend 36 class periods per week. The curriculum for the first year includes religion, Arabic, two European languages (English, French, and/or German), social studies (history, geography, Egyptian society), mathematics (algebra and trigonometry), science (physics, chemistry, biology), handicrafts and arts, physical education, and youth organization. With the division of the curriculum in the second year, Arabic religion, European languages, and Egyptian society continue to be courses common to both sections. Students in the literary section begin the study of philosophy and continue with social studies which are expanded to include economics and sociology, but eliminate all science and mathematics courses for the final two years. Students in the scientific section continue with mathematics and sciences at an advanced level and eliminate all social studies and handicrafts and art courses.

Students take locally developed examinations at the conclusion of the first and second years of secondary school. In the nationally administered General Secondary Education Certificate Examination, students of each section are tested in appropriate subjects and may take one or two of the following optional advanced level

examinations: Arabic or a European language, mathematics or biology. Extra points earned in passing the advanced level examinations are added to the initial total with no corresponding change in the initial maximum points, thus giving some students the opportunity to score in excess of 100% and thereby enhancing their chances for university admission. If students choose to be examined in two subjects, it is mandatory for one to be Arabic or a European language. However, the advanced level examinations are in no way mandatory and can be regarded as indices of scholarship rather than mastery of additional course material by the student. Students who fail the examination may repeat it only once after a minimum of one year. Those who pass the final examination receive the *General Secondary Education Certificate* designated in either the literary or scientific section. They are then eligible to apply to a university for admission.

(See chart on following page)

Private Schools

Private schools are owned and operated by Egyptians and/or foreigners and may be secular or have religious affiliations. These schools accommodate 5% of all primary school children as well as 17-19% of all preparatory and secondary school children. It is necessary for private as well as public education in grades 1-12 to follow a curriculum prescribed by the Ministry of Education. However, in addition to the standard, governorate and national examinations at appropriate transition points, the private schools administer their own promotional examinations. Among the 103 private schools, the 19 language schools play a significant role in the educational system. These schools offer English, French or German as the medium of instruction for most courses. Arabic, then, is not the primary language of instruction, although by national fiat it must be the instructional medium for the subjects of religion, Arabic, and Egyptian society. For those who can afford them, language schools are in great demand for several reasons. First, there is a strong interest among Egyptians in becoming proficient in foreign languages. Second, not only are classes smaller but also good teachers are attracted by higher salaries than those offered in public schools. Finally, students are generally of a higher social status and enjoy a more favorable home learning environment.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Technical and vocational education is defined as the form of education provided in educational institutions in order to prepare persons for occupations in such fields as industry and commerce. Occupations in these fields are arranged in categories according to three levels of education, namely: 1) education at the level of the skilled worker; 2) education at the level of the technician; 3) education at the level of the engineer or technologist.

According to the outcome of the General Conference of UNESCO at its Twelfth Session, December, 1962 the definitians are as follows: 1) the term "skilled worker" applies to persons who have received a broad education and training in the exercise of a trade or craft in a particular field; 2) the term "technician" applies to persons working in the occupations requiring a knowledge of technology and related sciences between that of a skilled worker and that of an engineer or technologist; 3) the term "engineer or technologist" applies to persons working in occupations for which the need of education in appropriate sciences in universities or equivalent institutions of higher education is officially or traditionally recognized; occupations at this level include such activities as research, development, organization, planning, and production.

Applying these definitions to Egypt's system of technical and vocational education, education at the level of the skilled worker takes place in the secondary technical schools as well as the apprenticeship training centers directed by the Ministry of Industry. The latter is a combination of school instruction and in-plant practical training organized in one of the trades. Education at the level of technician takes place at technician schools and at the technical institutes.

Education at the level of engineer or technologist takes place at the universities and the higher institutes. The university prepares the academic engineer and the higher institute, the technologist.

Secondary Education, Technical Studies

The technical secondary schools offer secondary school level education along with the general secondary schools. The requirement for admission is the *Preparatory School Certificate* as is the case with the general secondary schools. Students who have completed the prescribed curriculum and passed the nationally administered examination are awarded the *Technical Secondary School Certificate*. Although designed to prepare skilled workers in industry, agriculture and commerce, the three year technical secondary school programs afford graduates access to higher education. Article 75 of the Educational Law stipulates that *Technical Secondary School Certificate* holders are accepted into the corresponding university faculties. Graduates, then, in the industrial section are accepted in the faculty of engineering, agriculture section graduates in the faculty of agriculture, and graduates of the commercial section in the faculty of commerce. To be considered competitive, students should have obtained a minimum of 70% on their certificate examination. They are also required to take a special entrance examination. However, estimates are that only one to 5% of the graduates of the technical secondary schools are admitted to university faculties, as was the case with the former higher institutes.

In the standard three year technical secondary programs, core courses are offered each year in general education as well as in the three areas of specialization: industry, agriculture, and commerce each devoting an equal amount

EXAMPLE OF ACTUAL EXAMINATION
CERTIFICATE OF
GENERAL SECONDARY EDUCATION

UNITED ARAB REPUBLIC
MINISTRY OF EDUCATION

Public Examinations Department

Statement of Marks

With reference to the register, the following was found recorded opposite the name of the candidate Mr. [redacted]
in the General Secondary Education Certificate Examination, 19 [illegible]
bench number : 72814 page : - (Scientific Section)
from : School / External - [redacted] Secondary (New Regulation)

Subjects	Max.	Min.	Candte's Mark
Arabic Language	50	25	34 1/2
First Foreign Language and Translation	40	16	34 1/2
Second Foreign Language	30	12	22 1/2
Mathematics	120	48	95
Physics	50	20	42 1/2
Chemistry	40	16	33
Natural History	40	16	24
Arab society	20	8	14
Total	390	161	272

585-70-10x500

Order of merit : Estimate :

This statement is to be submitted to : U.S.A.

at the request of Mr. Abdel-Aziz F. M. Abdel-Aziz

after payment of the registered fee. The authorities concerned should ascertain that the bearer of this statement is the same person whose name is stated therein.

Public Relations Department Signatures. Director General of Examinations

12

of theoretical and practical application to the field of specialization. The curriculum in the industrial branch includes courses such as Arabic language and religion, foreign language, social studies, physics and mathematics, mechanical drawing and mechanical training, industrial hygiene, workshops, estimating jobs, business dealings, physical education, and military training. Curriculum in the agricultural branch includes courses in Arabic language and religion, foreign language, animal husbandry, milk production and uses, silkworm breeding, rural economy, biology, physics, agricultural chemistry, animal products, plant protection, food industry, beekeeping, social studies, cooperative and farm administration, machine repair, public health, physical education, and military training. The curriculum in the commercial branch includes courses in Arabic language and religion, two foreign languages, economic history and geography, bookkeeping, labor relations, social insurance, business management, the Arab community, financial and statistical mathematics, typing and art, hygiene and public health, physical education, and military training.

Rapid and significant developments, particularly in industry and commerce, are best illustrated by the following comparative enrollment figures: industrial branch enrollment increased from 75,007 in 1970-71, to 83,475 in 1974-75; whereas commercial branch enrollment increased from 157,179 in 1970-71 to 213,209 in 1974-75; while agricultural branch enrollment increased from 36,429 to 38,429 during the same period. Finally, it should be noted that the number of technical secondary schools increased from 277 in 1971 to 505 in 1975.

Secondary Education, Vocational/Technician Studies

A school to train lower level technicians was established five years ago. The students are prepared for a period of five years after completion of preparatory school. Holders of the *Technical Secondary School Certificate* in either section are considered admissible to the fourth year. Education of this type is considered terminal. Currently, there are four schools with a total enrollment of 2,825. However, in 1975 only one of the schools had graduated its first class and awarded the *Vocational Diploma.* The Ministry of Education hopes that schools of this type can be increased within the near future.

Post Secondary Technical Studies

The government established postsecondary institutions for general secondary school graduates offering a two year curriculum for developing trained technicians.

The Ministry of Higher Education is responsible for the 34 institutes, whose enrollment is 27,218 students, offering technical education in the fields of commerce and industry. Under the Ministry of Health post-secondary education is offered at five health technical institutes.

Technical and Vocational Training

There are many opportunities for graduates of the primary and preparatory schools as well as adults to obtain practical, informal training. Apprenticeship training, accelerated training and upgrading of workers by the Ministry of Agriculture, and vocational schools for training in other practical activities are offered by various ministries and industrial organizations.

Trade schools also provide vocational training. Holders of the Primary School Certificate are considered admissible to these programs. Courses in Arabic, English, arithmetic, algebra, science, geometry, and mechanical drawing are offered. Practical work in the shop comprises nearly 75% of the time spent in the schools. Graduates are well-trained technicians who become foremen, managers, or owners of their shops. The vocational training schools for women provide training in technical and practical vocational fields such as salesmanship and cashiering, home economics, metalwork (mechanical and decorative), leather work, laboratory assistance, agricultural work, needlework and dressmaking, nursing, secretarial and typing, and fine art (pottery and toys).

Private Post Secondary Technical Schools

Private institutes offer two and four year programs in a variety of technical and vocational fields. Holders of the *General Secondary School Certificate* are considered eligible for admission. Intermediate diplomas are awarded at the end of the two year program, and the bachelor degree is awarded at the end of the four year program. However, neither the two nor the four year institutes are recognized by the government. Graduates of these institutes are considered for university admission only on the basis of their secondary school certificate. (A list of all Post Secondary schools appears on the Post Secondary Chart.)

TEACHER EDUCATION

Teacher education in the Arab Republic of Egypt is available in a variety of programs. Prospective teachers may enter programs in primary, preparatory, secondary, or technical teaching fields, or they may enter in-service training.

Primary School Teacher Training

Teachers at the primary school level begin their teacher education program after they have completed preparatory school (six years primary and three years preparatory). They enter neither secondary school nor a bachelor degree program as one would in the United States. The five year primary teacher training programs are provided at the specialized schools located throughout the country. There are at least two in each governorate for a total of 66. Most of them are not coeducational. The teaching staff is generally required to possess either the *Special Diploma in Education* or a *Master of Arts in Education.* During the first three years of the five year program, the curriculum is parallel in subject matter to that of the general secondary school. During the final two years, special courses in science, mathematics, domestic science (for girls), and agriculture (for boys), Arabic, geography, and history,

music, art, physical education, kindergarten (girls only) are studied. In addition to the specialized subjects above, courses in the methods of teaching and primary school curriculum are included in the fourth and fifth years along with student teaching practicum. The students are given experience as classroom and subject matter teachers. Every teacher training school has a primary school (demonstration school) associated with it. The students gain "observation" experience beginning in the first year. During the third year, a full "observation" program with some practice teaching and critique is included. By the time the students have reached the fourth year, they are practice teaching without continuous supervision. At the end of the fourth and fifth school years, students spend three weeks teaching full time in the first four grades in a primary school. The *Elementary Teacher Certificate* is awarded upon completion of the five year program and passing the final examination. Certificate holders may work as classroom teachers in the first four years of the primary school as well as subject matter teachers in the fifth and sixth years. Students who pass the examination with a mark of 75% or better may apply for admission to a university faculty of education. They would enter then at the second year level. Students who complete a bachelor degree program would probably go into preparatory or secondary school teaching and thus would no longer continue at the primary school level, where the greatest shortage of teachers exists. The government is making an effort to increase the number of teachers in training by 500 each year. An indication of the total magnitude of the problem is reflected in the number of students per teacher: there are 1.2 teachers for every class of 36-40 students. Currently, there are 98,000 classes with 108,000 teachers.

One of the primary teacher training schools in Aboassia-Cairo, includes a program for teachers of the handicapped in Egypt as well as other Arab countries. This one-year training program, which may be taken after regular teaching experience, includes training in the teaching of the deaf, visually handicapped, and mentally retarded.

Preparatory and Secondary School Teacher Training

The preparatory and secondary teachers are trained in the faculties of education at the universities and higher institutes. The curriculum is identical for both programs of preparatory and secondary teacher education. Further more, the curriculum for the first three years of the four year program is similar in structure to that of the general secondary school. However, it is at an advanced level. The first two years a teaching candidate enrolls in one of the following six departments: Arabic, language, physical chemistry, mathematics, natural history, or social science. The third and fourth year courses consists of professional courses added to the academic curriculum (for example: education methods, curriculum foundations, mental hygiene, and educational psychology.) Graduates are awarded either the Bachelor of Arts or Bachelor of Science degree upon completion of the four year program.

The additional years of study are available following the bachelor degree program. The teacher receives the *General Diploma after the first year, whereas at the end of the second year, the Special Diploma* is awarded. These diplomas are not to be confused with the Master of Arts degree. They are not considered equivalent, but are nevertheless regarded as postgraduate work.

Although preparatory and secondary school teachers are usually prepared in a four year bachelor degree program in the Faculty of Education, graduates from the Faculty of Arts or Faculty of Science may enroll in the Faculty of Education for a one year professional course. Upon completion of this year, students awarded the *General Diploma* and are prepared to teach at the preparatory or secondary school level.

Technical Secondary School Teacher Training (Practical Subjects)

Those who will teach only the practical subjects in the industrial branch of the technical secondary school will complete a two year supplementary instructor training program after their secondary industrial education. This training is offered in such schools as the Matareya Faculty of Technology and Education, a technical teacher training institute. Graduates of this two year program are qualified to teach only in the industrial education departments of technical secondary schools.

Teacher Training at Higher Institute

Teachers of the five year vocational/technician schools are trained at the Faculty of Technology and Education, Matareya. Usually they enter the faculty from the secondary technical school. Then, upon completion of their five year program, they are awarded the Bachelor of Science qualifiying them as teachers in vocational/technician schools or in technical secondary schools.

Teachers of art, physical education, music, and domestic science are also trained in specialized higher institutes. These institutes also offer four year programs leading to the Bachelor of Arts degree. For example, the Faculty of Physical Education for Women in Cairo prepares women to teach in primary, preparatory, and secondary schools as well as to conduct recreation programs in factories, sports clubs, and other youth programs. Graduation from a secondary school with the *Secondary School Certificate* is required to be considered for admission to one of these specialized institutes.

In-Service Training Programs

In-service training is offered as a form of continuing education for teachers. In-service training is also available to those who have not been prepared for the profession, but were appointed by the government to teach to alleviate the teacher shortage. Those appointed on this "emergency" basis complete a one year diploma program in professional subjects in the Faculty of Education.

A number of possibilities for in-service training exist for teachers in the field. Degree holders from a faculty other than the Faculty of Education may enroll in a one year *General Diploma* program qualifying them as secondary

school teachers. They can then enter a second year post graduate program offering the *Special Diploma.* Neither one of these programs however, is considered to be equivalent to a Master of Arts degree.

A new development for in-service training is the Teachers Education Center at Ain Shams University. The center, funded by UNESCO, the National Science Foundation and the University, offers as primary emphasis curriculum planning for science and mathematics, the writing of textbooks, and the development of audio-visual materials. Each year nearly 40 teachers are invited to the Center for a one year program in curriculum development.

The Center is currently using the facilities of the Faculty of Science at Ain Shams University. The primary effort is centered on science education of the secondary school student. Plans for the future include program expansion to include elementary and preparatory curriculum development.

HIGHER INSTITUTES

History and Development

Following the Revolution of 1952, higher education in Egypt was carefully re-evaluated with long-range plans. Historically, higher education had been restricted exclusively to the university. The task of the university had traditionally been to provide the country with leadership trained in traditional academic programs. The demand for the relatively few positions in the entering classes had always been high, thus creating an intense competition.

However, the new philosophy of making postsecondary education more available to the masses was an outgrowth of the revolution. Similarly, a need for technically trained manpower capable of performing at the middle levels in government and private enterprise had arisen. It was therefore decided that a number of "Higher Institutes" would have to be established throughout Egypt emphasizing the programs necessary for implementing the new policy forward toward its ultimate goal of modernization of the country.

The development of "Higher Institutes" began in the late 1950's. These institutes presented "professional" programs in the fields of technology, commerce, fine art, physical education, social work, home economics, hotel management and tourism, and petroleum technology. Administrative responsibility for the higher institutes was placed in the hands of the Ministry of Higher Education in 1961. However, with this administrative assignment, questions continued to be raised about the relative merits of education as it existed in the higher institutes. Some considered the distinction between the higher institute and the university as minimal while others were adamant against diluting the standards of traditional Egyptian higher education with this form of practical training. The creation of Helwan University brought the debate to a halt as these schools have now become full members of the university structure.

As Egyptian universities became more crowded, the government's plan for developing a strong scientific, practical and technological component in the educational system became less and less a reality. It became apparent that considerable effort to advance the credibility of these institutes was needed. Some institutes were therefore given authority by the Ministry of Higher Education to grant first degrees (BA, BS, etc.) in applied fields of study. Other institutes were incorporated with universities as new departments or faculties, thus being assured of continued existence. In 1961-62, there existed nine higher institutes enrolling 6,474 students. The number of institutes had grown to 13 by 1969-70 enrolling 32,159 students. Hence, it became apparent that success and stability for this form of advanced technical education was achieved.

Helwan University

Governmental decree, in July 1975, incorporated the majority of the higher institutes into a single university. This effort was regarded as a major development in Egyptian higher education. The creation of two branches of Helwan University, along with the four remaining institutes being placed under the auspices of the existing universities completed the major administrative reorganization. Helwan University was officially recognized as an autonomous, degree granting institution on October 2, 1975. All former higher institutes became faculties of the Universities at Helwan, Assiut and Tanta. The Higher Institute of Physical Therapy maintained that title and was placed under the Faculty of Medicine at Cairo University. Education completed prior to October 1975, was done under the higher institute system. Education completed after that date is to be considered under the auspices of Helwan University. It is important to note, however, that Egyptian educational law assures that ". . . higher degrees offered in colleges and higher institutes belonging or used to be belonging to the Ministry of Higher Education are the equivalent to the corresponding degrees offered at the Egyptian universities." (Article 3, Law 70, 1975)

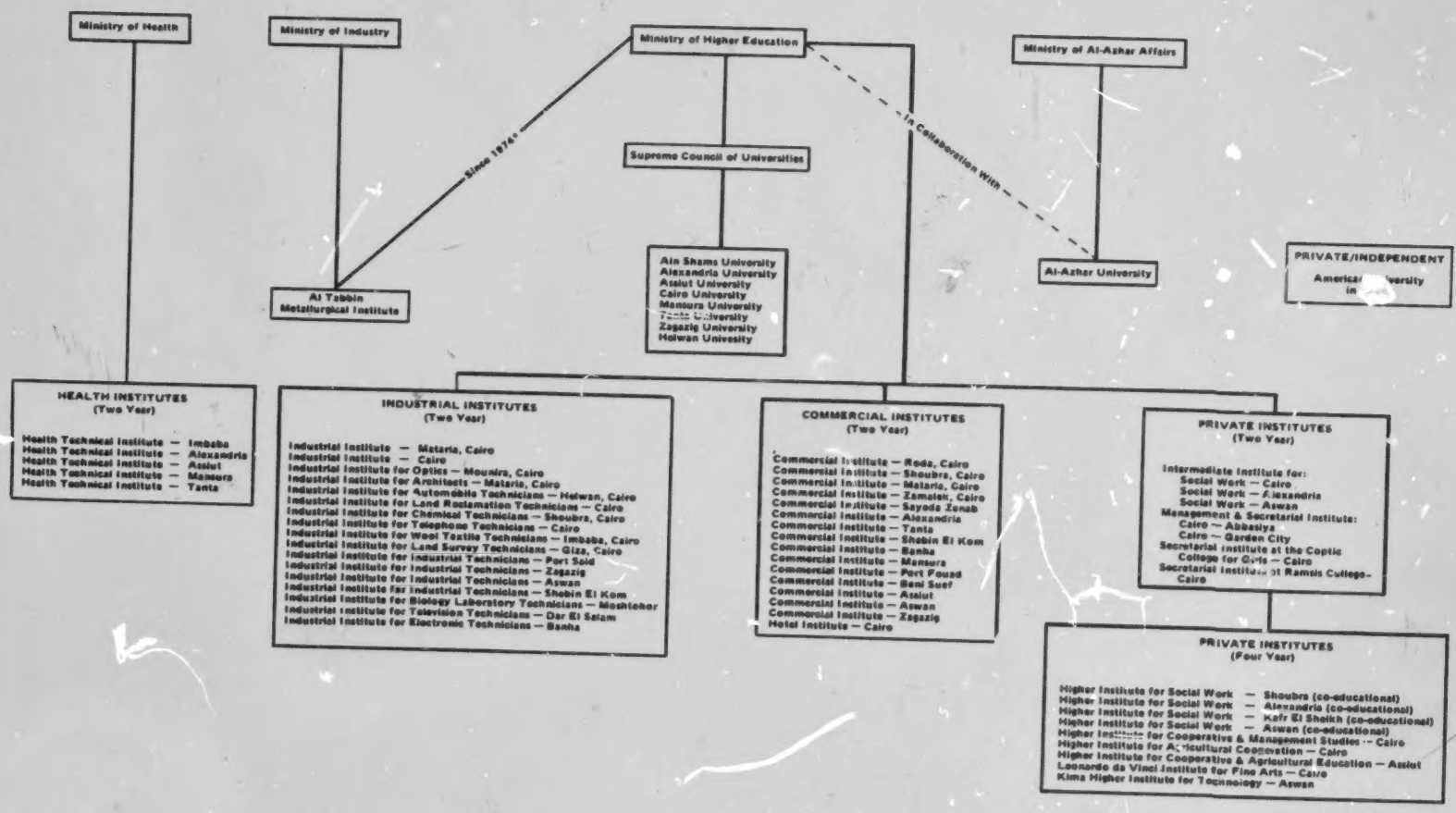
Finally, it has been stated that all institutes of higher education including those now under the administration of Helwan University are to continue to offer programs exclusively of a technological nature. Furthermore, they have been directed to not create new programs or alter existing curricula in a manner which would duplicate theoretical programs offered at the universities. The mission of technical education at the higher level in Egypt has therefore been clearly defined.

Helwan University—Summary Data

Number of higher institutes incorporated (1975): 2
Number of faculties: 15 (3 at Suez)
Number of departments: 38
Total enrollment: 74,298*
Degrees offered: Bachelor of Arts, Master of

*Enrollment given by the Supreme Council of Universities, Secretary General's Office.

POST-SECONDARY CHART


Ministry of Health
Ministry of Industry
Ministry of Higher Education
Ministry of Al-Azhar Affairs
Since 1974*
In Collaboration With
Supreme Council of Universities
Al Tabbin Metallurgical Institute
Ain Shams University
Alexandria University
Asslut University
Cairo University
Mansura University
Tanta University
Zagazig University
Helwan University
Al-Azhar University
PRIVATE/INDEPENDENT
HEALTH INSTITUTES (Two Year)
Health Technical Institute — Imbaba
Health Technical Institute — Alexandria
Health Technical Institute — Assiut
Health Technical Institute — Mansura
Health Technical Institute — Tanta
INDUSTRIAL INSTITUTES (Two Year)
Industrial Institute — Matarla, Cairo
Industrial Institute — Cairo
Industrial Institute for Optics — Mounira, Cairo
Industrial Institute for Architects — Matarla, Cairo
Industrial Institute for Automobile Technicians — Helwan, Cairo
Industrial Institute for Land Reclamation Technicians — Cairo
Industrial Institute for Chemical Technicians — Shoubra, Cairo
Industrial Institute for Telephone Technicians — Cairo
Industrial Institute for Wool Textile Technicians — Imbaba, Cairo
Industrial Institute for Land Survey Technicians — Giza, Cairo
Industrial Institute for Industrial Technicians — Port Said
Industrial Institute for Industrial Technicians — Zagazig
Industrial Institute for Industrial Technicians — Aswan
Industrial Institute for Industrial Technicians — Shebin El Kom
Industrial Institute for Biology Laboratory Technicians — Moshtoher
Industrial Institute for Television Technicians — Dar El Salam
Industrial Institute for Electronic Technicians — Banha
COMMERCIAL INSTITUTES (Two Year)
Commercial Institute — Roda, Cairo
Commercial Institute — Shoubra, Cairo
Commercial Institute — Matarla, Cairo
Commercial Institute — Zamalek, Cairo
Commercial Institute — Sayeda Zenab
Commercial Institute — Alexandria
Commercial Institute — Tanta
Commercial Institute — Shebin El Kom
Commercial Institute — Banha
Commercial Institute — Mansura
Commercial Institute — Port Fouad
Commercial Institute — Beni Suef
Commercial Institute — Assiut
Commercial Institute — Aswan
Commercial Institute — Zagazig
Hotel Institute — Cairo
PRIVATE INSTITUTES (Two Year)
Intermediate Institute for:
Social Work — Cairo
Social Work — Alexandria
Social Work — Aswan
Management & Secretarial Institute:
Cairo — Abbasiya
Cairo — Garden City
Secretarial Institute at the Coptic College for Girls — Cairo
Secretarial Institute at Ramsis College-Cairo
PRIVATE INSTITUTES (Four Year)
Higher Institute for Social Work — Shoubra (co-educational)
Higher Institute for Social Work — Alexandria (co-educational)
Higher Institute for Social Work — Kafr El Sheikh (co-educational)
Higher Institute for Social Work — Aswan (co-educational)
Higher Institute for Cooperative & Management Studies — Cairo
Higher Institute for Agricultural Cooperation — Cairo
Higher Institute for Cooperative & Agricultural Education — Assiut
Leonardo da Vinci Institute for Fine Arts — Cairo
Kima Higher Institute for Technology — Aswan

*AFME HIGHER EDUCATION IN EGYPT — 1974.

Arts, and Doctor of Philosphy

Degree lengths:

Bachelor of Arts—Five (5) years in Faculties of Technology (Engineering), Fine Art, and Applied Art; four (4) years in all other faculties. (Architecture is offered in both the Faculty of Technology/Engineering and in the Faculty of Fine Arts)

Masters—Two years plus thesis (maximum 5 years for completion).

Doctor of Philosophy—Must hold Masters Degree and complete degree within 10 years of earning bachelor degree.

Length of instruction (undergraduate): Thirty weeks per year; 30-36 hours of instruction per week.

Faculty qualifications: Candidates must have earned Ph.D in order to gain appointment (after 9/75). All incumbents not holding Ph.D have seven years to upgrade qualifications to Ph.D level.

Undergraduate admission: Consideration is based on results of General Secondary Examination, curriculum desired, and geographic residence. Technical secondary school graduates are required to take additional entrance examinations in mathematics, physics, chemistry, and english. (99% of entering students have studied in literary or scientific secondary school tract).

Graduate admission: An overall grade of "GOOD" with an average of "VERY GOOD" in the major field is necessary for promotion to postgraduate studies within Helwan University.

Physical expansion: Most faculties will be located on a single campus in Heliopolis by 1980. The Faculties of Art and Fine Art will occupy new facilities near Cairo University. There is special concern that no branch of specialization be repeated within the Cairo area. Special efforts are being made to expand in the fields of building (construction) sciences and technology, electronics, chemical engineering, economics, and agriculture.

Foreign students: The institutes have accepted 2765 students from 30 countries during the last five years.

Suez Branch: It is strongly suspected that the three faculties of Helwan now existing in the Suez Branch of Helwan University will be expanded shortly and an autonomous University of Suez will be established.

Grading scale:

85-100 = Distinguished
75-84 = Very Good
65-74 = Good
50-64 = Fair/or Pass
50-63 = Failing
34-49 = Inadequate
0 -33 = Fail

*Percentage grades are available upon request.

Language of instruction: All instruction is in Arabic. Occasional use of technical English is made.

Al Tabbin Metallurgical Institue for Higher Studies, Cairo

Al Tabbin Metallurgical Institute for Higher Studies, established through a cooperative agreement between the USSR and Egypt, trains practitioners for the iron and steel industry. It is coeducational, offering only graduate programs. Formerly under the Ministry of Industry, the Institute was transferred to the Ministry of Higher Education in 1974.

Admission requirement: Graduates of the faculties of Engineering, Science, or Commerce who have had two years practical experience in the metallurgical industry and who are nominated by a company or government agency may be considered for admission.

Degrees awarded: The Master of Arts degree awarded by the Institute was given recognition by the Ministry of Higher Education in 1974 as the equivalent of a Master of Arts degree awarded by other Egyptian universities. Outstanding graduates of the Institute may be nominated for further research study. Upon successful completion of this research (not less than three years and no more than four), the candidate may register with the Moscow Institute for Steel and Alloys for possible award of its "Candidate" degree, considered the equivalent of a Ph.D. United States admissions officers are advised to require that the student submit official transcripts showing achievement toward the first university degree (BS, BA) as well as post-graduate work completed at Al Tabbin.

UNIVERSITIES

The existing pressure on the universities has grown during this decade. Four new universities have been established since 1972. Yet the demand for available places continues. University degrees are required for government positions as well as for posts in private industry. The white collar job, even though it may not bring the monetary advantages of the earnings of the skilled laborer or technician does carry a certain amount of social prestige. Approximately 10% of the 18-22 group attend the university. The government is making a concerted effort to find a solution to the problem. One of the consequences of this effort is the establishment of the Helwan University (mentioned earlier).

The government provides overseas research opportunities for university teaching staff and seeks postgraduate placement for master degree holders at universities abroad. The Mission Department of the Ministry of Higher Education, as well as the universities selects and approves the candidates to take advange of these opportunities.

The general policy for education and scientific research at the universities is established by the Supreme Council of Universities. The national universities are governed by university councils. The *President* is the executive head of the university with duties that include managing the educational, administrative, and financial affairs of the university in accordance with policies laid down by the Supreme Council of Universities. He presides over the university council as its president and submits an annual report to the council at the end of the academic year. There are *two Vice Presidents* (also known as Deputy Presidents). One is responsible for undergraduate studies and student affairs, the other for postgraduate studies and research. The latter also serves as liaison to other universities and research centers. The *Secretary General* on the other hand, is responsible for the day by day administration of the university. The faculties are responsible to *deans*. Each faculty has a *faculty council* which has considerable administrative autonomy within the limits of the budget assigned to it. The president of the university, the vice presidents, deans of faculties, the secretary general, and four additional members experienced in university education, comprise and the members of the *university council*, whereas the *faculty council* members are the dean, who serves as chairman, the assistant deans, the heads of each department within the faculty, and three other members. Universities are divided into *faculties, institutes,* and *centers*. The faculties and institutes correspond to the U.S. the Colleges of Arts and Sciences, etc., and are divided into departments. The centers usually provide the opportunity for scientific research.

At the present time university education is provided by nine national universities: Ain Shams, Al-Azhar, Alexandria, Assiut, Cairo, Helwan, Mansura, Tanta, and Zagazig; and one private university, the American Unviersity in Cairo. Some of the universities have faculties and branches established in different locations, set apart from the main university location, that may form the nuclei of future autonomous universities.

General Admission Requirements for National Universities (Excluding Al-Azhar University)

University admission is highly centralized. Secondary school graduates who possess the *General Secondary* or *Technical Secondary School Certificate* must complete a standardized application form for university entrance competition. The application includes, in addition to statistical and previous educational data, space where a student lists priorities regarding choice of university and faculty within the university. All applications are processed at, and applicants placed by, the Central Coordinating Bureau in Cairo.

At the suggestion of the university and the faculty councils, the Supreme Council of Universities specifies the number of places available for the first year class at each university and each faculty within the university (Articles 74 and 75). The Articles further stipulate that placement should be determined according to: (1) the total number of grades achieved on the secondary school examination; (2) the student's domicile; (3) the places available as specified by the Supreme Council of Universities. Students with the Technical Secondary School Certificates are eligible for consideration for admission in the corresponding faculties. In all cases, the students should obtain an average of 70% on the examination to be a viable candidate. However the minimum grade requirement for admission to the university faculties varies yearly as a function of the places available. Furthermore, graduates of military academies are considered for university admission on the basis of secondary school preparation.

Admission requirements to the university faculties are as follows:

General Secondary School Certificate—Literary Division

This certificate is required for consideration to the faculties of arts, law, Dar El Ulum (Arabic and Islamic Studies), and arts departments in the faculties of education and in the University College for Women, Cairo University.

General Secondary School Certificate—Scientific Division

This certificate is required for consideration to the faculties of science, engineering, medicine, agriculture, dentistry, pharmacy, nursing, and science departments in the faculties of education and in the University College for Women.

General Secondary School Certificate—Literary or Scientific Division

Either certificate is required for consideration to the faculties of commerce, archaeology, mass communications, languages, and economics and political science.

Degrees and Diplomas Awarded

With few exceptions, bachelor, master, and doctoral degrees may be earned in all faculties of the national universities. In addition, diplomas are awarded in certain fields. Requirements for the degrees and diplomas are basically uniform among all national universities.

Bachelor of Arts/Science, etc. degree: This degree represents four years of study, with the exception of pharmacy, engineering, fine arts, applied arts, and veterinary medicine (all five years) and medicine (six years).

Diploma: This document represents additional (one or two years) work in certain fields beyond the bachelor degree. The diploma does not require a thesis, but consists of specialized course work to strengthen the student in a professional area and is not considered the equivalent of a higher degree. It is not part of the master or a doctoral program and is considered only as additional study. The only exception is in the faculty of law where two diplomas are considered the equivalent of a Master of Arts, etc. degree.

Master of Arts/Science, etc. degree: This degree requires two to three years of study beyond the bachelor degree. Generally, the first year is devoted to course work and the second year to the writing and defense of a thesis. An overall grade of *GOOD* for the bachelor degree is generally required for admission to a master program. In some faculties it is possible to obtain the master degree by writing and defending a thesis without completion of course work.

Doctorate: This degree requires completion of the master degree. It normally extends two to three years beyond the master degree and consists of original research and the writing of a dissertation, with or without an oral examination. Admission is limited with selection of candidates made normally by the faculty according to space available.

External Students

There are two types of external students: 1) those who adhere to the faculty rules but do not attend classes sitting only for the final examinations; 2) those who fail and whose chances expired to repeat the academic work for the year, but who are nonetheless permitted to sit for the final examinations. External degrees *are granted the same recognition* as those earned through regular classroom attendance.

Faculty Qualifications

Lecturers, assistant professors, and professors must possess a Ph.D degree.

Demonstrators and Assistant Lecturers

Demonstrators are students with outstanding records who are working on a master degree. Assistant lecturers possess the master degree and are selected on the basis of their academic work. The functions of the demonstrators and assistant lecturers are comparable to the work of graduate teaching assistants in United States universities.

Grading System

The university grading system is standardized and used at all nine national universities. While the equivalency of Eqyptian to American grades is difficult to measure, the following table is offered as a tentative guide.

American Grade	*Suggested Equivalent ARE Grade*	*ARE Grade %*	*Definition of ARE Grade*	*% of ARE Students Receiving This Grade*
A+ to A	Excellent or Distinguished	85 to 100%	Outstanding, Highly Commendable	0 to 5%
A- to B	Very Good	75 to 84%	Commendable, Above Average	6 to 20%
B- to C	Good	65 to 74%	Satisfactory, Average	21 to 50%
C- to D	Pass or Fair	50 to 64%	Passing, Barely Acceptable	6 to 20%
F	Weak or Poor*	35 to 49%	Inadequate, Not Acceptable	0 to 5%
F-	Very Poor or Very Weak*	0 to 34%	Highly Inadequate	

*Students may repeat each of the four years. External students may repeat the third year twice. However, those students who repeat the academic year, can receive no higher than a grade F *PASS*, regardless of proficiency.

The final year of the bachelor degree is the most significant in judging the student for graduation. The final year's work and the grades in the final examinations of this year are regarded as the culmination of the total four years of study. Thus, a bachelor degree with the final grade of *VERY GOOD* represents the level of work for that year, rather than an average of the individual's entire undergraduate record. Degrees with *HONOR* however, represent recognition of a distinguished undergraduate record for the full course of study.

Honors are awarded as follows:

First Class Honors—A final year record of *EXCELLENT*, with an average of *VERY GOOD* for each preceding year.

Second Class Honors—A final year record of *VERY GOOD*, with an average of *GOOD* for each preceding year.

(see documents on following pages.)

AIN SHAMS UNIVERSITY

Ain Shams University, so named in 1954, was founded in 1950 as Ibrahim Pasha University. There are over 60,000 in its student body. This coeducational university consists of the Faculties of Arts, Law, Commerce, Science, Medicine, Engineering, Agriculture, Education, as well as a University College for Women. The University also has faculty branches in Shebin El-Kom.

ALEXANDRIA UNIVERSITY

Alexandria University, developed from three faculties of Cairo University, was established in Alexandria in 1938. In 1943, these faculties became autonomous as Farouk I University, but were renamed Alexandria University in 1953. Coeducational and enrolling nearling 60,000 students, the University consists of the Faculties of Arts, Commerce, Law, Science, Medicine, Dentistry, Pharmacy, Engineering, Agriculture, Education, and the Higher Institute for Nursing.

ASSIUT UNIVERSITY

Located 200 miles south of Cairo in the city of Assiut, Assiut University was the first provincial university established in Egypt. Opened in 1957 with the faculties of science and engineering, this coeducational institution currently has nearly 30,000 students. Branches in Aswan, Kena, Minia, and Suhag, all consist of the Faculties of Commerce, Science, Medicine, Pharmacy, Engineering, Agriculture, Veterinary Medicine, and Education.

In the Faculty of Science, Bachelor of Science degrees are offered in mathematics, physics, chemistry, geology, botany, zoology, entomology or anatomy, and physiology. The period of study for the BSc degree is four years, with the exception of anatomy and physiology, which are five years. Students in these majors study the first three years in the sections of botany, zoology, and entomology, then they continue their studies in the Faculty of Medicine for two years.

Note for Admissions Officers: Syllabii are available and can be obtained from the faculties upon request through the Cultural Attache of the Arab Republic of Egypt in Washington. Transcripts may be issued either by the University or directly by the faculties.

CAIRO UNIVERSITY

Cairo University established in 1908 as a private institution, became the first national university in 1925 and was named the Egyptian University. It was renamed Fouad I University and finally given its present name of Cairo University in 1953. The coeducational university has over 75,000 students enrolled. The University consists of the Faculties of Arts, Law, Commerce, Economics and Political Science, Dar El-Ulum (Arabic Language and Islamic Studies), Science, Medicine, Dentistry, Pharmacy, Engineering, Agriculture, Veterinary Medicine, Archaeology, Mass Communication, and the Higher Institute of Nursing for Women. Graduate Institutes of Cancer, African Studies, and Statistics are also located at the Cairo campus. Facilities of Arts, Law, and Commerce also exist at the Khartoum Branch in the Sudan.

Note for Admissions Officers: A special program is available in nursing training for physical therapists. Preparatory school graduates are ad mitted to the Faculty of Medicine and receive a Certificate when the three year study is completed. However, Certificate holders are not admitted into the Faculty of Nursing.

HELWAN UNIVERSITY

Helwan University, established in 1975, combined all of the higher institutes into one administrative unit. For detailed information, see "Higher Institutes."

MANSURA UNIVERSITY

Established originally as branch faculties of Cairo University, Mansura University became an autonomous institution in 1972, known briefly as East Delta University. It has been renamed for the city in which it is located. Coeducational and enrolling over 16,000 students, the University consists of the Faculties of Law, Commerce, Science, Medicine, Pharmacy, Engineering, Agriculture, and Education.

TANTA UNIVERSITY

Tanta University became an autonomous institution in 1972, developing from branch faculties of Alexandria University. It was briefly known as Central Delta University, but has been renamed for the lower delta city in

CERTIFICATE OF TYPICAL TRANSCRIPT OF GRADES
ALEXANDRIA UNIVERSITY

ALEXANDRIA UNIVERSITY
FACULTY OF ENGINEERING

TO WHOM IT MAY CONCERN

This is to certify that Mr. [redacted] has obtained Civil Engineering (Municipal Eng. Sect.), with grade (VERY GOOD" in J
The following are the degree he has obtained in the different sub

Preparatory Year: June 1967

Descriptive Geometry	Distinction	Engineering Drawing	G
Mechanics	Distinction	Mathematics	V
Physics	Very Good	Chemistry	Pass
Workshops	Good	Arabic Society	Pass
European Language	Good		

Final Credit: VERY GOOD

First Year: June 1968

Strength of Materials	Distinction	Civil Construction	Very Good
Descriptive Geometry	Distinction	Surveying	Pass
Mechanics	Distinction	23rd. July Revolution	Very Good
Theory of Structures	Distinction	Mathematics	Distinction
Physics	Distinction		

Final Credit: VERY GOOD

Second Year: June 1969

Mathematics	Distinction	Geology	Pass
Theory of Structures	Distinction	Mech. & Elect. Eng.	Good
Civil Construction	Very Good	Surveying	Good
Strength of Materials	Very Good	Hydraulics	Very Good
Irrigation Eng. & Agricul.	Good	Law and Economics	Pass
Socialism	Pass		

Final Credit: VERY GOOD

Third Year: June 1970

Theory of Structures	Very Good	Soil Mech. & Foundation	Good
Civil Engineering	Very Good	Metallic Construction	Pass
Irrigation Design	Very Good	Municipal Engineering	Pass
Reinforced concrete	Good	Surveying	Pass
Hydraulics	Good	National Course	Pass

Final Credit: GOOD

Fourth Year: June 1971

Reinforced Concrete & Bridges	Good	Irrigation Design	Distinction
Steel Construction & Bridges	Good	Road Engineering	Pass
Railway Engineering	Pass	Naval Works	Good
Quantities & Specification	Pass	Water Purification	Distinction
Sewage Treatment	Very Good	Sanitary Microbology	Distinction
Project	Distinction		

FINAL CREDIT: VERY GOOD

The REGISTRAR

13.4.71

Vice D[illegible]

(Prof. Mohamed Fouad Helmi)

ALEXANDRIA UNIVERSITY · FACULTY OF ENGINEERING

21

CERTIFICATE BACHELOR DEGREE AWARDED
CAIRO UNIVERSITY

FACULTY OF SCIENCE

CERTIFICATE

This is to certify that [redacted]

obtained the Degree of B. Sc. GENERAL in MAY 19 70

with grade "GOOD" IN PHYSICS & GEOLOGY

(357 Marks out of Total 500).

This certificate is issued at his own request.

Date of birth 2.11.1943 - Samir Jordan

REGISTRAR

F.E.L Maghraby
Controller G.
DEAN

which it is located. Also coeducational and enrolling over 17,000 students, the University consists of the Faculties of Commerce, Science, Medicine, Dentistry, Pharmacy, Education, and Agriculture (at Kafr El Sheikh and Shebin El-Kom).

ZAGAZIG UNIVERSITY

Zagazig University is one of the newest autonomous institutions, created in 1974 from former faculties of Ain Shams University. Located north of Cairo in the town of Zagazig, this coeducational institution of nearly 12,000 students consists of the Faculties of Commerce, Science, Agriculture, Veterinary Medicine, and Education.

AL-AZHAR UNIVERSITY AND THE AL-AZHAR SCHOOL SYSTEM

The Al-Azhar school system differs from the secular school system and follows the ancient religious curriculum. The Ministry of Al-Azhar Affairs is responsible for all aspects of education in collaboration with the Ministries of Education and Higher Education.

School System. Children who enter the Al-Azhar system are required to study one additional year at the secondary school level. The additional year is necessary because of time devoted to the study of the *Koran* and Islamic religion. Thus, the educational system consists of six years primary, three years preparatory, and four years secondary education.

Nearly 57,000 (approximately 15,000 girls and 45,000 boys) are enrolled in the 245 primary schools. Nearly 27,000 students are enrolled at the 90 preparatory schools, and 21,000 students (3,000 girls and 18,000 boys are enrolled at the 64 secondary schools). At the two teacher's institutes, 471 boys are enrolled in 12 classes.

Al-Azhar University is the oldest university in the world. Founded in 970 A.D. as a center for Islamic learning, it continues to draw students from all over the Islamic world today. Until 1961 the University offered programs in the traditional faculties of Islamic Theology, Jurisprudence, and Arabic Language. In 1961, programs in modern sciences were established in several new faculties, in full collaboration with the Ministry of Higher Education. Enrollment currently is over 40,000 with approximately 10% of the student body from outside Egypt. Graduates of the Al-Azhar school system are admitted to the University of Al-Azhar, either into the traditional faculties or into the new faculties. Graduates from the secular educational system are not allowed to enter the traditional faculties. They may, on the other hand, be admitted to the faculties established since 1961. However, they must complete an additional preparatory year in religious studies before they are permitted to begin their first year curriculum in these faculties.

Along with the traditional faculties, Arabic Language, Islamic Theology, Islamic Jurisprudence and Law, and the Higher Institute for Islamic and Arabic Studies which are not open to students educated in secular schools, the faculties established for men since 1961 are: Commerce, Engineering, Medicine, Agriculture, Education, Science, Dentistry, Pharmacy (affiliated with the Faculty of Medicine), and the Institute of Languages and Translation. The University also offers admission to women in the Islamic Faculty for Women. This Faculty is divided into departments offering the same disciplines noted above except for pharmacy, dentistry, agriculture and engineering. The University has branches in Assiut in the Faculties of Theology, Jurisprudence and Law, and Arabic Language.

Admission requirements for the men's faculties are as follows:

General Secondary School Certificate—Literary Division
This certificate is required for admission to the Faculty of Education—Art.

General Secondary School Certificate—Scientific Division
This certificate is required for admission to medicine, dentistry, pharmacy, agriculture, science, commerce, engineering, Faculty of Education—Science.

Admission requirements for the Islamic Faculty for Women are as follows:

General Secondary School Certificate—Literary Division
This certificate is required for admission to Islamic Studies, Arabic Studies, sociology, and psychology.

General Secondary School Certificate—Scientific DIVISION
This certificate is required for admission to medicine, science, commerce.

Degree requirements are the same as the other national universities. An average of *GOOD* is required in all subjects for advanced degree programs. Admission is dependent upon the number of positions available and the academic record of the applicant.

AMERICAN UNIVERSITY IN CAIRO

The American University in Cairo (A.U.C.) is a private, coeducational, liberal arts institution founded in 1920. Its curriculum structure is patterned after that of its U.S. counterpart with English as the language of instruction

The majority of its students are Egyptian, although more than sixty nations are represented in the student body. A.U.C. degrees are authenticated by the Board of Education, Washington, D.C., where the University is incorporated. In 1974-75 enrollment was 948.

Admission Requirements—Undergraduate: To be considered for admission to the Undergraduate Faculty, the applicant must present a satisfactory secondary school academic record and demonstrate proficiency in the English language. In addition, the applicant may be required to take placement, aptitude, and achievement examinations. Final offer of admission is further dependent upon the overall merit of the applicant's academic record and the number of places available in the degree programs. Priority for admission will be given to the highest ranking applicants, taking into consideration Secondary School Certificate averages and scores on the English Language Examination.

Admission Requirements—Graduate: Applicants must possess a bachelor degree with an overall grade point average of 2.75 or its equivalent, and 3.00 or its equivalent in the major field. An Entrance examination may also be required by certain departments.

Degree Requirements—Undergraduate: For the Bachelor of Arts degree a candidate must complete and pass minimum of 120 credit hours and earn an overall grade point average of C (2.00) or more. The Bachelor of Science degree requires a candidate to complete and pass a minimum of 130—162 credit hours and earn an overall grade point average of C (2.00) or more.

Degree Requirements—Graduate: Candidates for either the Master of Arts or Master of Science degree must meet the following general requirements: 1) A minimum of 24 credit hours in residence and an acceptable thesis (written in English under the guidance of an academic advisor). Normal completion time is a minimum of two years of full time academic work. 2) Satisfactory performance on a comprehensive examination, taken by the candidate after completing the 24 credit hours or while taking the final six credit hours. 3) In addition to the general requirement, the student must also satisfy all departmental provisions relating to master candidates.

Diploma or Certificate Requirements: The University offers several special certificate and diploma programs for which the Bachelor of Arts or Bachelor of Science degrees and a high grade point average are normally prerequisites, but for which individual maturity, in-service training or experience may provide an even more valuable background.

Only applicants holding BA or BS degrees may be accepted for diploma programs. Other exceptional candidates offered admission for a program despite this academic deficiency may be awarded a certificate in lieu of a diploma.

Grading System:

The following system is currently in effect at A.U.C.:

A	Outstanding	4 grade points per credit hour
B	Very Good	3 grade points per credit hour
C	Average	2 grade points per credit hour
D	Conditionally Passing	1 grade point per credit hour

(D is not applicable to the grading scale for graduate students.)

F	Failing Any graduate student who receives an F in a course is not permitted to continue at the University.
S	Satisfactory
U	Unsatisfactory
Pass	Used in all general requirement courses
Fail	Used in all general requirement courses
X	Incomplete. Indicates a student was unable to complete a course by examination date but has the permission of the University to continue work in that course. The course must be completed within one month after the beginning of the next academic session.

Undergraduate degree programs are offered in anthropology, Arabic Studies, chemistry, economics, English and comparative literature, mass communication, materials engineering, mathematics, Middle East Studies, physics, political science, psychology, and sociology.

Graduate degree and diploma programs are offered in Arabic Studies, economics, English literature, management, mass communication, sociology-anthropology, solid state science, teaching Arabic as a

foreign language, and teaching English as a foreign langauge.

Note for Admissions Officers: Catalogs are available upon request.

EGYPT PLACEMENT RECOMMENDATIONS

I. *English Proficiency Recommendation*
It is strongly recommended that all applicants from Egypt present proof of adequate proficiency in English based upon acceptable standardized tests such as TOEFL.

II. *Primary, Preparatory, and Secondary School Admission*
It is recommended that students at this level be admitted to their corresponding grade level. Evaluation of subject deficiencies should be determined in accordance with the individual U.S. institution's curriculum.

III. *Freshman Admission*
A. Students presenting the General Secondary Education Certificate with grades of *75 (Very Good)* or better in either Literary or Scientific branch may be considered for freshman admission with no advanced standing in a field appropriate to their background.
B. Students presenting the Secondary Commercial/Industrial//Agricultural Education Diploma with grades of *75 (Very Good)* or better may be considered for freshman admission in specialized technical fields of study appropriate to their background. Admission to traditional academic programs is not recommended.
C. Military Academies and Post-Secondary Private Institutes: Graduates of the Military Academies and Post-Secondary Private Institutes may be considered for freshman admission on the basis of their General Secondary Education Certificate. No transfer credit is recommended for course work completed at the Academies and the Post-Secondary Private Institutes.

IV. *Undergraduate Advanced Standing and Transfer Credit*
A. Students presenting the five year Primary School Teacher's Certificate who have achieved final results of no less than *Very Good* may be considered for freshman admission with the possibility of advanced standing not to exceed 30 semester hours in professional education courses.
B. Students who complete university level studies and achieve at least an average grade of *Good* on the yearly examinations may be considered for transfer admission on a course by course basis.
C. Graduates of the Police College with final results of no less than *Very Good* may be considered for admission to undergraduate or professional programs such as law enforcement and related programs in social science fields with transfer credit on a course by course basis.

V. *Graduate Admission*
A. Graduates of the Higher Institutes, now under the administration of Helwan University who present final results of *Excellent* or *Very Good* may be considered for admission to graduate programs. Undergraduate admission is recommended when the candidate's achievement has been superior but the previous curriculum is inappropriate to the intended program.
B. Graduates of the National Universities with the exception of Helwan University who present final results of no less than *Very Good* may be considered for graduate admission.
C. The Master's degree awarded on the basis of at least one year's course work and thesis may be considered comparable to a U.S. Master's degree.
D. All graduate students who have completed graduate courses, whether for a Diploma or toward the Master's degree, may be considered for admission to a beginning graduate program with transfer credit in accordance with the admitting institution's policy.
E. Graduates of the American University of Cairo may be considered for graduate admission in the same manner as graduates of U.S. institutions.

SPECIAL SERVICES AVAILABLE

American Friends of the Middle East, Inc.
2 Midan Kasr el Dobara
Garden City, Cairo, Arab Republic of Egypt

Dr. Gamil Zakareya, Director General
Mission Department
Ministry of Higher Education
Mogammah Building, Cairo, Arab Republic of Egypt

BIBLIOGRAPHY

Arab Republic of Egypt. Ministry of Inhation. State Information Service. 1974. "A Reader's Guide to Egypt"

Borum, Joan L. (ed.). *Higher Education in Egypt—1974.* Washington: AFME, Inc., 1975.

Dekmejian, R. Hrair. *Egypt Under Naser: A Study in Political Dynamics.* Albany: State University of New York Press, 1971.

---------*Patterns of Political Leadership: Egypt, Israel, Lebanon.* Albany: State University of New York Press, 1974.

El Said, El Said Mostafa. "United Arab Republic (Egypt)" in *Access to Higher Education, Vol. II,* Belgium: UNESCO, 1963.

"Egypt Background Notes." Department of State, Washington, D.C. July 1973.

Guadefroy-Demonlynes, Maurice. *Muslim Institutions.* London: George Allen and Unwin, Ltd., 1950.

Harby, Mohammed Khayri, and El-Hadi Affifi, M. *Education in Modern Egypt.* Department of Public Relations, ARE. 1958

----------, El-Sayed Mohammed El-Azzawi. *Education in Egypt (UAR) in the 20th Century.* Government Printing Office, 1960.

Heyworth-Dunne, J. *An Introduction to the History of Education in Modern Egypt.* London: Luzac & Company.

Hourani, Albert. *Arabic Thought in the Liberal Age.* London: Oxford University Press, 1962.

Jacqz, Jane W. *Guidelines for the Admission and Placement of Students From the Middle East and North Africa, 1966.* Sponsored by the Institute of International Education.

Kinany, A. Kh. "Islamic School and Universities" in *Education and Philosophy, the Year Book of Education and Philosophy, the Year Book of Education, 1957.* Bereday, G. and Laurwreys, J. (eds.) Yonkers on Hudson: World Book Company, 1957.

Kotb, Yusef Salah El-Din. *Education and Modernization in Egypt.* Selections from Seminars Organized by Ain Shams University, Cairo, for the American Association of Colleges for Teacher Education (1972 and 1973) Ain Shams University Press

LIFE. (Ed) *The World's Greatest Religions.* New York: Simon and Schuster, 1958.

Matthews, Roderic D. and Akawi, Matta. *Education in Arab Countries of the Near East.* Menasha, Wisconsin: George Banta Publishing Company, 1949.

Ministry of Higher Education, Information Department, Cairo, 1963.

Siliba, Djemil and Tomeh, George. "Islam," in *Education and Philosophy, The Year Book of Education, 1957.* Bereday, G. and Lauwreys, J. (ed.). Yonkers on Hudson: World Book Company, 1957.

Smith, Harvey et al. Area Handbook for the United Arab Republic (Egypt). Washington: Superintendent of Documents, U.S. Government Printing Office, 1970.

Stewart, Desmond. *Cities of the World,* No. 1, "Cairo." London: J.M. Dent, Sons, 1965.

Szyliowicz, Joseph S. *Education and Modernization in the Middle East.* Itaca: Cornell University Press, 1973.

Tibawi, A.L. *Islamic Education.* London: Luzar & Company Ltd., 1972.

UAR Information Administration. *The Egyptian Revolution, 1952-1955.*

UAR Information Center, Embassy of the United Arab Republic, Washington, D.C. "Facts About the UAR."

UAR Publication. Technical and Vocational Education.

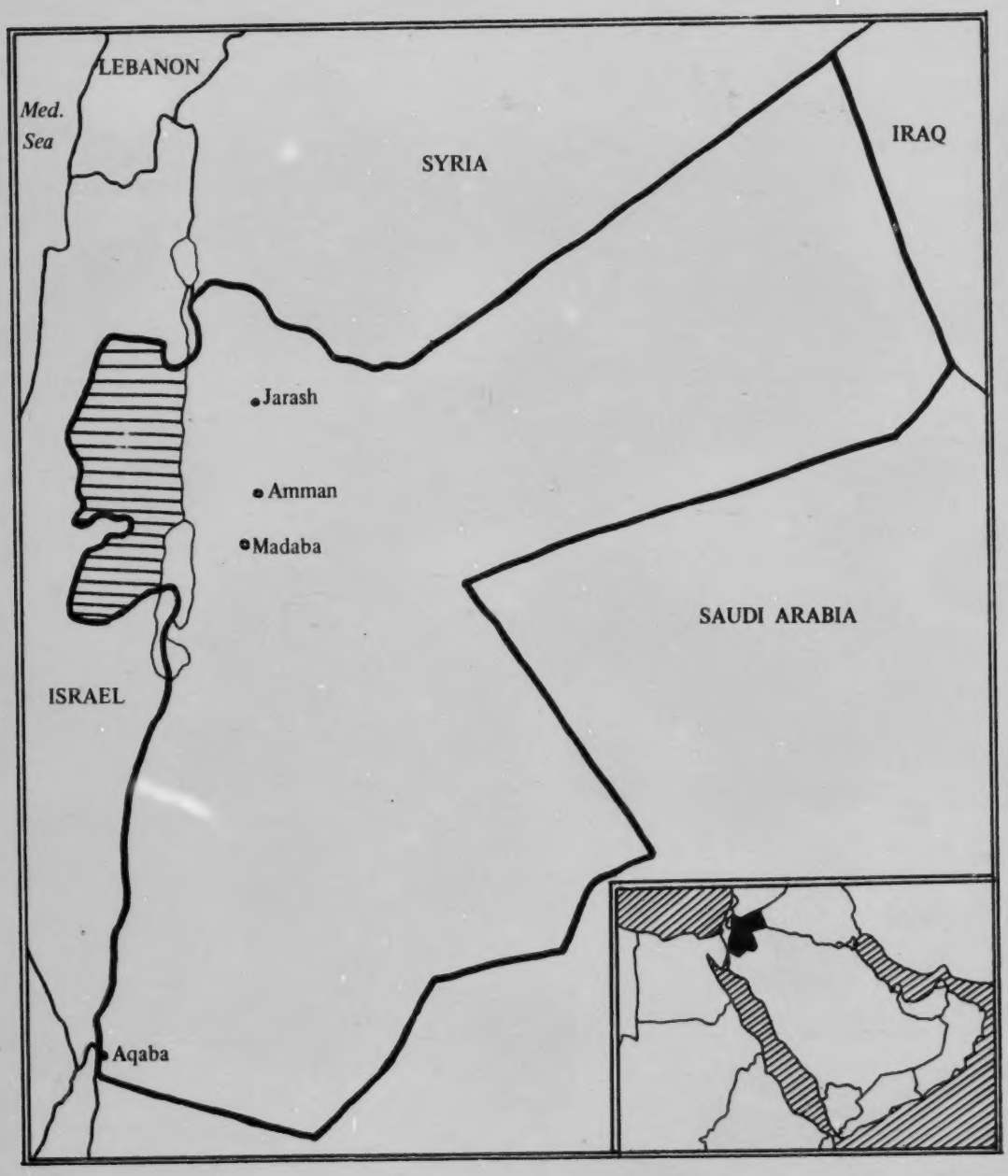
UNESCO. *World Survey of Education, III, Secondary Education.* New York: International Documents Service, a division of Columbia University Press, 1966.

UNESCO. *World Survey of Education, IV, Higher Education.* New York: International Documents Service, a division of Columbia University Press. 1966.

UNESCO. *World Survey of Education, V, Paris 1971.*

Wagner Elmer. *The United Arab Republic. American Association of Collegiate Registrars and Admissions Officers, 1970.*

JORDAN


LEBANON
Med.
Sea
SYRIA
IRAQ
Jarash
Amman
Madaba
SAUDI ARABIA
ISRAEL
Aqaba

THE HASHEMITE KINGDOM OF JORDAN

INTRODUCTION

The team who prepared this report on Jordan was originally scheduled to visit Lebanon and much research had been undertaken and information collated on that educational system. Regretfully, we were unable to make the proposed visit because of the tragic situation in Lebanon at that time. Some day, we hope there may be an opportunity to complete production of such a study. No research had been done before our stay in Jordan and data was collected in a period of three days. Much of our information was garnered in interviews with the Ministry of Education and UNRWA officials and to them we extend our real gratitude. Although incomplete to some degree, we hope what is contained in the following report will be of help to those users of it who are working with the evaluation of records from Jordan.

JORDAN

COUNTRY TEAM

Chairperson: Alison M. Birrell,
Wayne State University
Detroit, Michigan

Dona G. Bretherick
University of California, Berkeley
Berkeley, California

Lynne O. Camp
Rutgers University
New Brunswick, New Jersey

Pete C. Deluca
Trinidad State Junior College
Trinidad, Colorado

Max H. LaGrone
University of Texas at Austin
Unviersity Station, Texas

Maria Simpson
Iowa State University
Ames, Iowa

Frank J. Molek, *Observer*
Georgetown University
Washington, D.C.

Claudine Fisher, *Observer*
Colorado State University
Fort Collins, Colorado

IN COUNTRY RESOURCES

Listed below are the individuals who contributed to or participated in various phases of the Workshop planning and program.

PRIMARY JORDANIAN ADMINISTRATOR

Emil Koro, Director, American Friends of the Middle East, Amman

CONSULTANTS IN JORDAN AND EGYPT

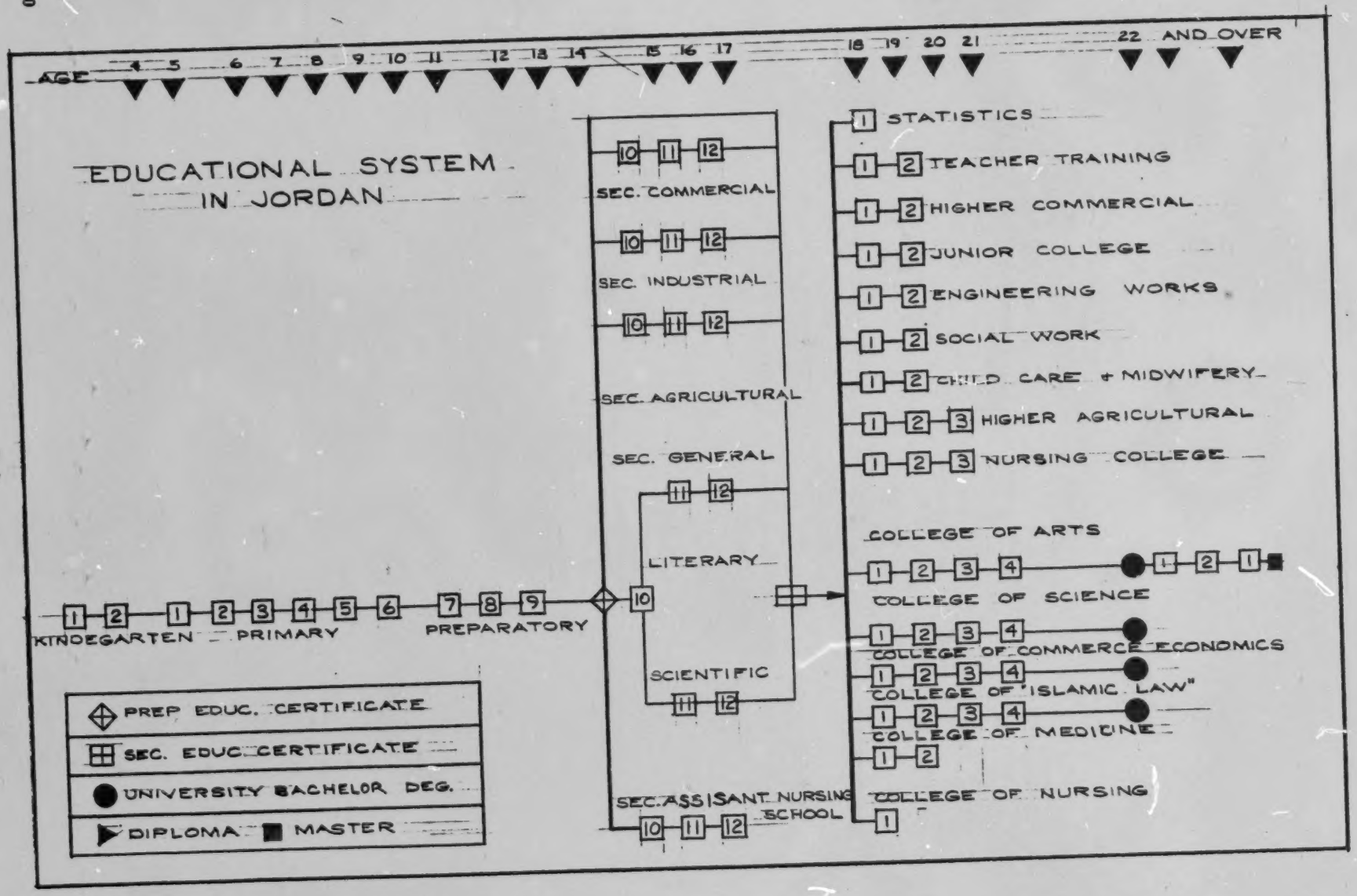
Mrs. Nadia Helou, Acting Director, AFME, Lebanon
Mr. Orin Parker, Vice-President for Overseas Operations, AFME

MINISTRY OF EDUCATION OF JORDAN

Mr. A. Atwan, Head, Industrial Education Section
Dr. M. Khawaldeh, Head, Educational Publications Section
Mr. A. Naidawi, Head, Examination Section
Mr. A. Ruwaili, Director of Public Relations Department
Mr. M. Shawter, Head, Compulsory Education, Secondary and Academic Sections.

UNITED NATIONS RELIEF AND WORKS AGENCY

Dr. Adwia Alami, Director, UNRWA Educational Development Center, Amman
Mr. Annab, Mr. Y. Dajani, and Mr. A. Kanaan—Section Heads, UNRWA Educational Development Center, Amman
Mrs. Inam Mufti, Principal, UNRWA Amman Training Center, Amman
Mr. Younes Souqi, Principal, Wadi Seer UNRWA Training Center, Amman


AGE 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 AND OVER
EDUCATIONAL SYSTEM IN JORDAN
KINDEGARTEN
PRIMARY
PREPARATORY
SEC. COMMERCIAL
SEC. INDUSTRIAL
SEC. AGRICULTURAL
SEC. GENERAL
LITERARY
SCIENTIFIC
SEC. ASSISANT NURSING SCHOOL
STATISTICS
TEACHER TRAINING
HIGHER COMMERCIAL
JUNIOR COLLEGE
ENGINEERING WORKS
SOCIAL WORK
CHILD CARE + MIDWIFERY
HIGHER AGRICULTURAL
NURSING COLLEGE
COLLEGE OF ARTS
COLLEGE OF SCIENCE
COLLEGE OF COMMERCE ECONOMICS
COLLEGE OF "ISLAMIC LAW"
COLLEGE OF MEDICINE
COLLEGE OF NURSING
PREP EDUC. CERTIFICATE
SEC. EDUC. CERTIFICATE
UNIVERSITY BACHELOR DEG.
DIPLOMA
MASTER

UNIVERSITY OF JORDAN

Dr. Abdul Salam Al Majali, President
Dr. Ahmad Khader Abu Hillal, Acting Dean and Head of Department of Education.
Dr. Albert Butros, Dean of Research and Graduate Studies.
Mr. Ashraf Marwan, Director of Public Relations
Mr. Isset Zahidah, Head, Reference Division, University of Jordan Library

OTHERS

Mr. James Callahan, Cultural Affairs Officer, American Center (USIS)
Mr. John Edensword, Consul General, U.S. Embassy, Amman
Mrs. Amany El Difrawy, Director, AFME, Egypt
Sister Ildifonce, Principal, Rosary College, Shmaisani
Ambassador T.R. Pickering, U.S. Embassy, Amman
Mr. Gordon Pierson, Program Officer, Agency for International Development, Amman
Mr. Peter Salah, Director of Press Publications, Ministry of Information, Amman
Mr. Roscoe Suddarth, Deputy Chief of Mission, U.S. Embassy, Amman
Mr. George Thompson, Public Affairs Officer, American Center (USIS)

THE COUNTRY AND ITS PEOPLE

The Hashemite Kingdom of Jordan is situated off the southeastern shore of the Mediterranean Sea. Bordered by Syria on the north, Iraq on the east, Saudi Arabia on the east and south and the West Bank (Palestine) on the west, it extends towards the Arabian Desert in the east. Jordan's only outlet to the sea is at Aqaba and consists of a 40 kilometer stretch of the Red Sea coast.

Jordan is an arid country consisting of two main parts, a mountainous region in the west and a flat desert plateau in the east. Altitudes vary from 300 meters below sea-level to 1,000 meters above. Irrigation systems have made cultivable thousands of acres and the Jordan valley produces enough crops for home consumption and some export. The mineral wealth of Jordan consists of potash and phosphates, the latter being an important export. Other industries are being developed with the expectation of increasing Jordan's self-sufficiency. The population in 1972 was estimated at 2,467,000, including those living on the West Bank.

The Jordan Valley, ten thousand years ago, was the locale of one of the first settlements known to man. Over the centuries many nations, including the Egyptians, Persians, Romans and Crusaders, have fought for the control of this area. Old Testament Prophets and Christ lived and taught here; Islam spread here in the 7th century A.D.; the Crusaders marched in 1099. In 1187, Salah Al-Din (Saladin), an Ayyubite, became ruler but soon thereafter the Mamelukes overthrew the Ayyubites and governed Jordan and Syria until 1516 when the Ottomans expanded their empire to include this region. Their domination lasted until the end of the First World War.

In 1914, Sherif Hussein of Mecca, whose son Emir Abdullah became King of Jordan, evolved as the leader of the Arab national movement against the Ottoman Turks and in 1916 the Arab revolt erupted. In 1918 the British and French were given mandates over the Arab world. Emir Abdullah grew to be the leading Hashemite figure and was made Emir of Transjordan in 1921. The Emirate, which lay East of the Jordan River, was recognized as an independent state in 1923 and as a Kingdom in 1946 under King Abdullah. Ties with Britain were maintained and during World War II, Jordan fought with the Allies. In 1947 the new constitution created two legislative bodies, the House of Representatives and the Senate with executive authority being the Monarch's. After World War I Palestine also came under British mandate. The terms of the mandate included provisions for establishing a national home for the Jews, and Jewish immigrants settled in Palestine in great numbers between 1918 and 1947, when by action of the United Nations, Palestine was partitioned. Many Palestinians left that part of the country which became Israel. Conflict broke out between the Arab League and Israel and was ended by the Jordanian-Israeli Armistice agreement of 1949. As a result, the East and West Banks of the River Jordan were united under King Abdullah.

In 1952, Prince Hussein, at the age of seventeen, was proclaimed King of Jordan. King Hussein's policy has been to ensure Jordanian sovereignty by seeking closer ties with other Arab states as well as non-Arab countries. The Anglo-Jordanian Treaty of 1948 was terminated and Jordanians assumed responsibility for the governing of their own nation as the British withdrew. Economically and politically Jordan made great strides during the period prior to 1967, when the June war interrupted everyday routine. At the end of this Arab-Israeli war, the West Bank was occupied by Israel and the Holy City of Jerusalem, sacred to Christians, Jews and Muslims, no longer was accessible to the Arabs.

The loss of the West Bank was a great blow to the Jordan economy, affecting agriculture and tourism and resulting in many refugees seeking homes on the East Bank. Differences between the Palestine Liberation Organization and the Jordanians in 1970 led to severe internal disturbances. As a result relations with other Arab nations became strained. Once more in 1973, conflict between Israel on the one hand and Egypt, Jordan and Syria on the

other erupted and the cooperation of the Arab countries eased tension between them and led to a resumption of diplomatic relations with Algeria and Tunisia.

The Arab Summit Conference, which was convened in Algeria later in 1973, brought an even closer measure of unity among Arab states. Economic aid was reinstated for Jordan and development plans have been implemented in Jordan since that year to help in the stimulation of the economic and social progress of the country.

THE EDUCATIONAL SYSTEM

History

When Transjordan was established in 1921, the educational system was the traditional Ottoman one, which consisted of several primary schools offering three years of study and four elementary schools providing six years. Muslim "Kuttabs" and Christian missionary schools provided secondary education. After the establishment of the Emirate, an expansion program increased the number of government schools in 1922 to 44 and after the founding of the first Education Council, curricula were regulated in those schools. Later, the government also regulated the duties of school principals, the examination system and the enrollment and promotion of pupils.

By 1930-31, 6.3% of the government budget (6.8% in 1975) was invested in the expansion of education. Two intermediate secondary schools became full secondary schools and the present Industrial Secondary School in Amman was established as a trade school, which accepted students who could not attend secondary schools. When the first Ministry of Education was established in 1940, it organized an educational structure consisting of a seven-year elementary cycle and a four-year secondary one. There was also a two year trades and agricultural cycle. At the end of each cycle a government examination was administered.

Education in Palestine between 1919 and 1950 had a different history. Approximately 500 primary schools, run by private and foreign church organizations, were in existence in 1914 but only one school existed which offered secondary education and two which offered intermediate. When the Ottoman rule ended in 1918 and British military occupation began, some elementary and secondary schools were established and with the end of the British Mandate in 1948, there were 250 elementary schools, 20 intermediate and four secondary ones offering both academic, vocational and technical subjects.

The Ministry of Education in Amman became responsible for administering education on both Banks when they were unified in 1950. Each Bank was divided into three education districts. At this time education had to be provided for many refugee children. This responsibility was taken over by the United Nations Relief and Works Agency (UNRWA) but the education provided had to comply with the minimum standards and curricula laid down by the Ministry of Education.

The General Law of Education (1955) ensured that all schools, government, private and UNRWA, followed the same curricula, administered the same cyclical examinations and tried to maintain uniform standards. The passing of this law made it very apparent just how important the provision of educational opportunities was, and still is, to the Jordanian people.

The Six Day War in 1967 caused a change in the contact the Ministry of Education had with educational institutions on the West Bank. Direct communication was ended. However, schools on the West Bank still follow the Jordanian pattern of education, administer the same public examinations and award the same certificates. Additional numbers of refugees moved to Jordan, necessitating the establishment of more educational facilities.

The final educational authority in Jordan is the Ministry of Education, which recruits public school teachers, organizes public examinations, distributes textbooks and oversees educational radio and television programs. Jordan is presently divided into ten educational districts, each of which has a director who has a certain degree of autonomy. The Ministry of Education itself is composed of twelve directorates: administration, academic education, cultural relations, vocational education, personnel, educational planning, examinations, curricula, teacher training and certification, educational technology, West Bank educational affairs and World Bank Projects Implementation unit.

Usually children begin their schooling at the age of seven. They follow a six year elementary program followed by a preparatory cycle of three years at the end of which they sit for the General Preparatory Education Certificate examination. Education is free and compulsory up to this point. Secondary education is also free, but not compulsory, and is provided by academic or vocational schools. Pupils from both types of schools sit for the General Secondary Education Certificate or Vocational Secondary Education Certificate examination. Higher education is offered by the University of Jordan as well as other post-secondary institutes. So great is the demand for higher education that many students go abroad to study. More detailed information about these cycles is given in the appropriate sections. UNRWA schools follow the same pattern of education.

In November of 1965 a nine-month literacy campaign was begun. Because it proved to be a success, a permanent drive was inaugurated to try to eradicate illiteracy. In 1961 the literacy rate was estimated to be 32.5% (50% male, 15% female), in 1972, 59% (75% male, 43% female) and in 1975 it was approximately 70% (no breakdown is known). Literacy centers have been established and have shown convincing results. In the tables below are shown the percentages of students in each level of education and under which type of education authority in the year 1974-75.

النسبة المئوية لعدد الطلبة من المجموع العام حسب المراحل

Percentage Of Students From The Grand Total By Cycle.

٪ اناث % Female	٪ ذكور % Male	٪ المجموع % Total	المراحل Cycles
44.1	55.9	100	المجموع العام Grand Total
1.2	1.6	2.8	رياض الاطفال Kindergarten
31.7	37.2	68.9	ابتدائي Elementary
7.7	10.9	18.6	اعدادي Preparatory
2.9	5.0	7.9	ثانوي Secondary
0.6	1.1	1.7	عالي Higher
0.0	0.1	0.1	معوقون ومجبرات H. D. & Orph.

النسبة المئوية لعدد الطلبة من المجموع العام حسب السلطة المشرفة

Percentage Of Students From The Grand Total By Controlling Authorities.

٪ اناث % Female	٪ ذكور % Male	٪ المجموع % Total	السلطة المشرفة Controlling Authority
44.1	55.9	100	المجموع Grand Total
29.9	38.1	68.0	وزارة التربية Min. of Education
0.3	0.6	0.9	الحكومية الاخرى Other Govt. Authorities
9.5	10.6	20.1	وكالة الغوث U.N.R.W.A.
4.1	6.0	10.1	المدارس الخاصة Private Schools
0.3	0.6	0.9	الجامعة الاردنية Jordan University

The Law of Education of 1964 established a School Health Division, which supervises all health activities in public and private schools and whose responsibility is to improve both health and hygiene in all facets of education.

Education is financed by public and private sources, the bulk of its revenue coming from the national budget.

To the Jordanian people, education is a vital element in their country's development.

PRIMARY AND SECONDARY EDUCATION

Pre-School Education

Kindergartens are provided only by private agencies, both national and foreign. Children are accepted if they are over four years of age. In 1974-75, there were 160 kindergartens enrolling 15,107 students.

Elementary Education (Grades one through six)

In 1974-75, there were 371,631 students and 10,418 teachers in 1132 elementary schools. Almost 34% were co-educational. Starting from the fifth grade, all children in public schools study English for six periods a week; the majority of private schools begin English instruction in grade one. During the first three years of school, promotion is automatic regardless of the students' grades.

Preparatory Education (Grades seven, eight, and nine)

The majority of sixth grade students are promoted to the seventh grade. Education through grade nine is compulsory and free. In 1974-75, there were 100,678 students and 4,663 teachers in 717 preparatory schools. 11% were co-educational. If a student in grades four through nine fails more than three subjects, he will be required to repeat the entire year. A given year may only be repeated twice, as long as the student is under 18 years of age. Make up exams are allowed if only one or two subjects are failed.

At the end of grade nine, a national examination is given for the General Preparatory Education Certificate (*al Aa'dadiya*). According to the Education Act of 1964, those who do not pass the examination are not entitled to further education in schools run by the Ministry of Education.

Secondary Education (Grades ten, eleven, and twelve)

Depending upon their grades and ages, students holding the General Preparatory Education Certificate continue their education in either the academic (general) or vocational secondary stream. In 1974-75, there were 42,648 students enrolled in 199 schools; the number of teachers was 2,006. Only 4% of the schools were co-educational (Schools at this level are often called "college.") Students may repeat failed subjects, and the final grade only will be recorded on the transcript with the notation that it was a make-up examination.

The academic stream is divided into science and literary sections, after grade ten. Both sections follow a fairly normal college preparatory pattern. At the end of the academic program, students sit for the examination for the General Secondary Education Certificate (*Tawjihiya*). In 1971-72, 14,766 students sat for the examination and 9,743 were successful. This successful group represented 25% of the number that began the first grade in 1960-61.

The vocational secondary stream is comprised of four sections: agricultural, commercial, industrial, and nursing. (All sections have three year programs. There is also a two year program in the industrial stream and plans for a two

year program in agriculture.) At the end of grade twelve in the vocational stream, students sit for the Vocational General Secondary Certificate examination *(Shadat Alderasa Athnawia)*. The certificate will indicate the name of the particular section.

Students are not allowed to switch streams from vocational to academic or academic to vocational. However, if a student has completed his vocational studies and wishes to sit for the academic examination, he may do so only after independent study.

In addition to the academic and vocational secondary streams, two comprehensive schools began operation in 1975. The programs of study combine vocational and academic subjects. A special version of the General Secondary Education Certificate (*Tawjihiya*) will be given, and successful students will be eligible to apply to the University of Jordan.

Table I shows the periods of instruction per week for elementary, preparatory, and academic secondary school. In its academic emphasis, the curriculum reflects both a British and U.S. influence.

Other Academic Certificates

The British Council offers the Cambridge University School Certificate and Higher School Certificate examinations twice a year. Schools that offer preparation for the examinations begin English courses in the first primary grade, and provide the opportunity for the twelfth grade curriculum to be taught entirely in English. Presently, the private schools offering such preparation are Bishops Schools, Ahliyah Schools, and De La Salle Schools.

The French Council offers a French language certificate (*Certificate Elementaire*) which is usually taken after grade six or earlier. It is followed by the *Brevet*, an examination taken after three additional years of language instruction, plus literature. Students holding both the *Brevet* and the *Tawjihiya* are considered for freshman admission to French universities.

TABLE: DISTRIBUTION OF PERIOD PER WEEK

A. Elementary Cycle:

Subject	*Grade*					
	1st	*2nd*	*3rd*	*4th*	*5th*	*6th*
1. Islamic Education	2	3	4	4	4	4
2. Arabic Language	12	10	10	10	8	8
3. English Language	-	-	-	-	6	6
4. Mathematics	4	5	5	5	5	5
5. Social Sciences	2	3	3	3	3	3
6. Elements of Sciences	2	3	4	4	3	3
7. Art Education	3	3	3	3	3	3
8. Physical Education	3	3	3	3	3	3
Total	28	30	32	32	35	35

B. Preparatory Cycle:

Subject	*7th Grade*	*8th Grade*	*9th Grade*
1. Islamic Education	3	3	3
2. Arabic Language	7	7	7
3. English Language	6	6	6
4. Mathematics	5	5	6
5. Social Sciences	3	3	4
6. Physical Sciences	4	4	4
7. Vocational Training:	3	3	3
a. Home Science (for Girls).			
b. Agricultural, Technical, and Commercial Training (for Boys).			
8. Art Education (for Boys and Girls).	2	2	2
9. Physical Education	2	2	2
Total	35	35	37

C. Secondary Cycle:

Subject	Grade 10 1st Secondary	Grade 11 2nd Secondary Scientific	Grade 11 2nd Secondary Literary	Grade 12 3rd Secondary Scientific	Grade 12 3rd Secondary Literary
Islamic Education	3	3	3	3	3
Arabic Language	5	5	5+2	5	5+2
English Language	5	5	5+2	5	5+2
Mathematics	5	5	2 (Gen Math.)	6	2 (Gen Math.)
Sciences:					
Physical Sciences (Physics, Chemistry, Geology, Astronomy)	5	-	-	-	-
Biology	2	3	-	3	-
Physics	-	5	-	4	-
Chemistry	-	3	-	3	-
General Sciences	-	-	2	-	2
Social Sciences:					
History	2	-	3	-	3
Geography	2	-	2	-	2
Arab Society	-	-	-	1	1
Palestine Problem	-	-	-	1	1
Art Education	1	1	1	1	1
Physical Education Hygiene & Civil Defence	2	2	2	2	2
Vocational Education for boys *OR* Home Science for girls	2	2	2	2	2
Intensive Military Training during the Summer	-	-	-	-	-
Total	34	34	31	36	33

EDUCATIONAL PROGRAM FOR PALESTINIAN REFUGEES: UNRWA SCHOOL SYSTEM

UNRWA is an acronym for United Nations Relief and Works Agency. It was created in 1950 to replace the emergency services of the United Nations Relief for Palestine Refugees, formed in 1948 with the creation of Israel. The UNRWA definition of a refugee is a person whose normal residence was Palestine for a minimum of two years preceeding the 1948 conflict and who lost both his home and means of livelihood. Of the 1,583,646 refugees, 34.4% were eligible for UNRWA's educational and health services.

By August, 1949, the United Nations Relief for Palestine Refugees had established thirty-nine primary schools enrolling more than 21,000 students. UNRWA then continued to expand the educational services and contracted with the United Nations Educational, Scientific, and Cultural Organization (UNESCO) for professional and technical help. Expansion of the system was very rapid. The UNRWA program in Jordan, Lebanon, and Syria, between 1950 and 1954, increased in enrollment from 35,700 to 154,735, and the number of teachers tripled from 700 to 2,167. By 1973, elementary enrollment had risen to 201,852.

It soon became apparent that UNRWA would need to establish a preparatory level program because of the limited number of government and private schools at that level. By 1973, over 58,000 were enrolled in UNRWA preparatory programs.

Although UNRWA began an academic program at the secondary level in 1953, it was soon forced to terminate due to financial problems. However, there is currently a vocational training program at the secondary level. The program includes academic subjects as well as practical training.

Education at the post-secondary level consists of two teacher training institutes and one vocational/technical training center. The admission requirement is the General Secondary Examination (*Tawjihiya*) or its equivalent. The teacher training programs are two years (nine months per year) in length; both the pre-service and in-service programs are operated the same as the programs sponsored by the Ministry of Education. Vocational/technical programs are also two years in length (ten and one-half months per year); academic subjects are also included in the curriculum.

In 1974-75, Jordan enrolled 108,639 students in its 101 UNRWA schools. This number represented 20.1% of all students in Jordan. UNRWA schools follow the curriculum and use the textbooks prescribed by the Ministry of Education. UNRWA students sit for the standard state examinations at the end of grade nine (preparatory level).

Grading Scale for Academic Secondary Stream

Excellent = 90-100
Good = 70-89
Fair = 56-69
Passable = 50-59
Failure = 0-49

This scale is for yearly grade reports. The minimum passing grade for the General Secondary Education Certificate is 40%, except for Arabic, which is 50%.

VOCATIONAL-TECHNICAL EDUCATION

Prior to 1952, secondary education in Jordan was strictly academic. The Ministry of Education was well aware of the need for providing a diversified secondary education but did not have the financial resources to adopt such a program. A few commercial or industrial classes were established in existing schools to serve local needs.

As a solution to this problem, the Ministry decided to establish in its six-year plan six secondary industrial schools. Prior to 1960 only one had been established located in Amman. In 1975 Jordan had three secondary industrial schools; six industrial training centers; one polytechnical institute; five commercial secondary schools; three agricultural secondary schools; one agricultural training institute; and two nursing schools. In addition, one industrial secondary school will be open in 1976. A second polytechnical institute is scheduled to open by 1980, and five industrial training centers are scheduled to open in the next two years.

Practical industrial, agricultural or commercial courses are offered as part of the general education of all students at the preparatory level (junior high). Each of the boys preparatory schools contain one of the three vocational courses and every boy is required to take the courses offered in his school for the three years of preparatory education. Home economics is offered in the girls preparatory schools.

At the secondary level male students have a choice of the industrial, agricultural or commercial programs. Female students may enroll in either the commercial or nursing program. The ministry also provides a two year post-preparatory dressmaking course for females.

In the 1974-1975 school year 5,494 students were enrolled in vocational-technical programs. Enrollment in secondary vocational schools in 1975-1976 represented 10-11% of the total secondary enrollment. The Ministry of Education hopes to increase enrollment to 30% in 1978 and to 50% by 1980. The average class size was 28 and the student-teacher ratio was 16.4 to 1.

The major aim of secondary vocational education is to prepare students to take up middle-level positions in Jordanian society.

COMMERCIAL SECONDARY SCHOOLS

Commercial Secondary Schools are located in Amman, Zarga, Salt, Irbid and Kerak. Students of Commerce share with other students most of the general educational courses. In addition they also study secretarial work and public administration, accounting and bookkeeping, commercial arithmetic, commercial correspondence, the economics and society of Jordan, typing in Arabic and English and shorthand. In 1975 a new program in post office service administration was added to the curriculum.

CURRICULUM FOR THE COMMERCIAL SECONDARY SCHOOLS . . . 1973/74 PERIODS PER WEEK BY YEAR

Subject Areas	*1st Secondary 10th grade*	*2nd Secondary 11th grade*	*3rd Secondary 12th grade*
Religion			
Islam	3	3	3
Language			
Arabic	5	5	5
English	7	6	6
Studies			
Arab World	3		
Social Studies		4	
Arab History and Palestine Issue			2
Arab Geography			2
Business			
Accounting, Bookkeeping and Business Arithmetic	4	4	
General Math	2	1	1
Secretary and Business Administration	9		3
Secretary Works		9	
Business Arithmetic			1
Accounting and Bookkeeping			3
Business (Correspondence (English)			2
Company Law			2
Economics and Law		4	
Principles of Economics			2
Typing (Arabic, English)			5
Others			
Women's Education		2	2
Physical Training	1	1	1
General Health, Nursing, and Civil Defense	1		
Nursing and Civil Defense		1	1
Military Training			4

Students completing this curriculum received the Commercial General Secondary Certificate issued the Ministry of Education.

INDUSTRAL SECONDARY SCHOOLS

Jordanian Industrial Secondary Education is divided into two streams: a three year stream and a two year stream.

For the past five years the three year stream has offered both academic and vocational courses and leads to an Industrial General Secondary Certificate. Students must have passed the *General Preparatory Education Certificate* in order to be accepted into the Industrial Secondary Schools.

All students receive one year of general vocational orientation being placed in an area of specialization. The student spends equal time in the theoretical and practical aspects.

SECONDARY INDUSTRIAL CURRICULUM . . . 1973/74 PERIODS PER WEEK BY YEAR

Subject Areas	*1st Secondary 10th grade*	*2nd Secondary 11th grade*	*3rd Secondary 12th grade*
Religion			
Islam	1	1	1
Language			
Arabic	1	2	1
Foreign Language	1 + 3	1 + 2	1 + 1
Mathematics And Sciences			
Physics		3	2
Chemistry	2	1	
Mathematics	3		
Physics and Mechanics	3		
Mathematics and Mechanics		3	
Industrial Mathematics			2
Technical			
Technical Drawing	4	4	4
Trade Technology	3	4	2
Safety and Industrial Hygiene	1		
Workshop Practice	21	24	27
Workshop Management			1

Students completing this curriculum receive the Industrial General Secondary Certificate issued by the Ministry of Education.

Industrial Secondary Schools are located in Amman, Irbid, and Zarqa.

Industrial training centers offer the two year stream of industrial education with more emphasis placed on practical training. The student spends 80% of the time in this area and 20% on theory. Students completing the two year stream receive a certificate from the center they attended.

The trades taught include: radio and television, auto mechanics, electrical work, welding and forging, machine shop (turning, smoothing, and lathing), central heating and pipefitting, air-conditioning and building trades.

CURRICULUM FOR THE AGRICULTURAL SECONDARY SCHOOLS . . . 1973/74 PERIODS PER WEEK BY YEAR

Subject Areas	*1st Secondary 10th grade*	*2nd Secondary 11th grade*	*3rd Secondary 12th grade*
Religion			
Islam	1	1	1
Language			
Arabic	2	2	2
English	2	2	2
Social Studies			
Arab World	1	1	1
Mathematics and Science			
Mathematics	4		
Chemistry	2	2	
Physics		1	1
Biology	3	2	
Agriculture			
Animal Husbandry	2	2	
Agriculture Workshop and Farm machinery		1	
Agricultural Processing and Dairy		2	2
Bee Keeping	1		
Horticulture	3	3	4
Industrial Agriculture Projects	1		
Irrigation and Drainage			1
Field Crops	3	2	
Forestry and Flowers	1		
Farm Management			2
Mechanics		2	
Poultry Husbandry	3	1	1
Plant Protection		1	
Soil and Fertilizers			2
Surveying			2
Agriculture Practice	16	20	24

Students completing this curriculum receive the Agricultural General Secondary Certificate issued by the Ministry of Education.

AGRICULTURAL SECONDARY SCHOOLS

During the 1961/62 school year only 52 students were enrolled in the two secondary agricultural schools. Ten years later 274 students were enrolled and in the 1973/74 school year 438 attend classes. The three year program offers both academic and agriculture related courses.

POST-SECONDARY

There have been two recent developments in vocational education in Jordan, with the opening of the polytechnical institute and an agricultural institute. The polytechnical institute offers two years of training beyond high school, while the agricultural institute has a three year program.

Students from the science and industrial sections are admitted to the polytechnical institute where they are offered courses that include: civil engineering, mechanical engineering, electrical engineering, chemical engineering and laboratory technician.

TEACHER EDUCATION

The preparation of teachers has been one of the enormous problems with which the Ministry of Education has had to cope in the development of the educational system in Jordan. This has been one of the areas of education which has received a great deal of attention since Transjordan became a Kingdom in 1946. Many educational features reflect local needs, but the British and United States influences have been strong.* Since most academic institutions and resources were located in the West Bank area, the 6-day war in 1967 caused additional problems for the educational system. The demand for teachers was so great that the Ministry of Education resorted to the employment of untrained teachers as a stop-gap method of obtaining a sufficient number of teachers.

Present regulations require all teachers to have a university degree or a Teacher Training Diploma. Institutes have been established to provide for pre-service training of teachers; other institutes have been established to provide in-service training for the uncertified teachers who were teaching prior to the adoption of this regulation.

The Teacher Training Institutes are administered variously by the government, the United Nations Relief and Works Agency (UNRWA), and private authorities. All of these Institutes are under the supervision of the Ministry of Education. Including those in occupied Jor-

dan, there are nine 2-year institutions which offer 2 years of post-secondary work in various professional and vocational areas. Of these, 6 are public, 2 are UNWRA sponsored, and 1 is private. All of these 2-year institutions have teacher training programs. The six public institutions are: Men's Training Institute at Amman, Men's Teacher Training Institute at Howara/Irbid, Teacher Training Section in Hussein Institute, Teacher Training Section in Beit Hanina Commercial Administration Institute, Women's Teacher Training Institute at Ramallah, and Women's Teacher Training Institute at Ajloun. Two UNWRA Teacher Training Institutes are located at Ramallah, one for men and one for women. The Janah Teacher Training Institute located at Nablus is private.

Teacher-training students are admitted to a Teacher Training Institute only after receiving the General Secondary Education Certificate. In the academic year 1973-74, the total enrollment in all teacher training institutes was 1,828, compared to 1,535 in 1965-66, and 245 in 1956-57.

The Teacher Training Institutes have uniform curricula for the prime purpose of preparing teachers for service in the compulsory school cycle. The students study on a semester basis and earn a minimum of 80 credit hours for their certificates.

The teacher training program is closely supervised by the Ministry of Education. The program consists of two years (4 semesters) of training in which the students earn 20 credit hours each semester, and culminates in the award of a certificate, the Diploma of Education. The curriculum consists of general education studies, one field of specialization, and professional education courses. The theoretical courses include:

Philosophy of Education
Measurement and Evaluation
Educational Psychology
Introduction to Education
Methods of Learning
Curriculum and Instruction

Each student chooses one field of specialization from the following:

Science, Arabic, Social Studies, English Language, Arts, and Physical Education.

The academic program is similar to a comparable program in United States institutions. Graduates of the Teacher Training Institutes have been accepted for upper division work at the Lebanese University of Beirut without entrance examination.*

For teachers who have been teaching in the compulsory school cycle without diplomas, the Ministry of Education has established a Certification for In-service Teacher Training Institute (CITTI). There is one CITTI with five branches. These centers were established for the training of unqualified teachers; e.g., teachers who have a Secondary School Certificate but do not have a teaching certificate (Diploma of Education).

The curriculum in the CITTI is similar to that for the pre-service training in the Teacher Training Institutes. Upon completion of four semesters of training during the regular school year, plus three special 4-week periods during the summers, the unqualified teachers can earn the Diploma. The trainees meet once each week in the CITTI during the normal school year, and must attend the intensive 4-week training period for three summers. In the academic year 1975-76, there were 1,000 trainees enrolled in the in-service teacher training program. This program will be terminated by 1980. Ministry of Education officials estimate that by that time all teachers in Jordan will have qualified for the Diploma of Education.

HIGHER EDUCATION

Higher educational institutions in Jordan (including teacher training institutes) enrolled 9,302 students in 1974-75. Of those 9,302, 4,805 were enrolled at the University of Jordan. Jordan itself, however, can handle only a portion of those students pursuing higher education. Approximately 26,616 Jordanians were studying abroad in 1974-75 and the majority of these were studying in Syria, Lebanon and Egypt.

THE UNIVERSITY OF JORDAN

The University of Jordan is the major institution of higher education. It was established in 1962 and enjoys autonomous status. It is governed by a Board of Trustees which is in charge of all matters pertaining to finance and investment of revenues. (The University administers its own funds which come from the following sources: a national university tax which goes directly to the University; student fees; revenue from university investments; private sources of funds.) There is also a University Council chaired by the President of the University and including the Deans of the nine faculties plus an elected professor who serves a one year term. The University Council legislates the bylaws for the University. The execution of the University bylaws is then carried out by a separate Dean's Council.

The University operates on a semester system. There are two sixteen week semesters per year plus a nine week summer session (which is optional). The credit hour system is used and a minimum of 132 credit hours is required for award of a Bachelor's degree (with some faculties requiring a higher number of credit hours). Most courses offered are worth three credit hours.

Admissions Requirements

Jordanian students can only be admitted to the University on the basis of the Jordanian *General Secondary Education Certificate*. Students from other Arab countries can be admitted on the basis of national secondary certificates awarded by their governments. The University also recognizes the General Certificate of Education of

London, Oxford or Cambridge if the student has two passes at the Advanced Level and at least three passes at Ordinary Level. Other national secondary certificates are also recognized if they are accepted by the University Committee on Certificates to be the equivalent of the Jordanian General Secondary Education Certificate.

Admission is very competitive and varies by faculty. In general, however, the number of available spaces is set for each faculty by the University Council and students are selected on the basis of their scores on the General Secondary Education Certificate until all the slots are filled. The cut-off mark varies by faculty, but for the 1975-76 academic year, the cut-off mark for the Faculty of Science was 86% and for Engineering 89%. There are exceptions to the general admissions procedure, however. The most important exceptions are Ministry of Education Scholarship students. These students are chosen by the Ministry of Education and are accepted by the University regardless of cut-off marks. (For the 1975-76 academic year, there was a high number of Ministry of Education Scholarship students; 852 out of a total of 1,600 students accepted for that year.)

Grading System

The following grading system is presently (1975-76) being used at the University of Jordan:

Individual Subject Scale

90% to 100%	*Excellent*
80% to 89%	*Very Good*
70% to 79%	*Good*
60% to 69%	*Acceptable*
50% to 59%	*Poor*
Less than 50%	*Failure*

Four Year Cumulative Average

85% to 100%	*Excellent*
76% to 84%	*Very Good*
68% to 75%	*Good*
60% to 67%	*Acceptable*
Below 60%	*Failure*

The minimum passing grade for an individual course is 50% while the minimum passing cumulative average is 60%. For graduate students, the minimum passing grade is 70%.

The University did use an 'A' through 'F' grading system along with an honor point scale for one term (as shown in the 1972-73 catalog of the University), but then returned to the former percentage system which is still being used. (There are some indications however, that the University may return to the 'A'/'F' system in the near future.) If letter grades appear on a transcript, they can be interpreted as follows:

Symbol	Rating	Honor Point Score
A	Excellent (90-100%)	5
B	Very Good (80-89%)	4
C	Good (70-79%)	3
D	Satisfactory (60-69%)	2
E	Poor (50-59%)	1
F	Failing (below 50%)	0

For overall cumulative averages, the honor-point average was calculated as follows:

Point Average	Rating
4.4 - 5	Excellent
3.6 - 3.3	Very Good
2.8 - 3.5	Good
2.0 - 2.7	Satisfactory
Below 2.0	Weak

Under the above grading system an overall average of 2.0 was required for graduation.

Programs of Study

The University of Jordan includes the following nine faculties: Arts, Economics and Commerce, Education and Psychology, Shari'a, Science, Agriculture, Nursing, Medicine, and Engineering.

By law, the language of instruction at the University is Arabic, but the University Council can institute the use of another language in any of the faculties. As of the 1975-76 academic year, the language of instruction was Arabic for the faculties of Arts, Economics and Commerce, Education and Psychology and Shari'a. The language of instruction was English for the faculties of Science, Agriculture, Nursing, Engineering and Medicine.

Each student, regardless of the faculty he or she is entering must pass an examination in English and Arabic. The passing grade for the examinations is 50% and those who do not pass an examination must pass a three credit course in English and/or Arabic. (If the student passes both examinations, he or she receives an automatic 6 hours of credit which is shown on the transcript.)

There are two types of program emphases in the University as a whole: a program with a single subject specialization *or* a program with a major subject plus a minor subject.

For example, with a single specialization, the distribution of credit hour requirements would be as follows for the faculties of Arts, Economics and Commerce, Education and Psychology and Shari'a:

	No. of Credit Hours
University requirements: (every student must do 9 compulsory plus 9 elective)	18
Faculty requirements: (set by faculty)	18-21
Department requirements: (set by individual department)	54-60
Department electives:	27-30
Free electives:	6
Total	132

For the same faculties, the distribution of credits would be as follows with a major plus a minor subject:

	No. of Credit Hours
University requirements:	18
Faculty requirements:	21
Department requirements:	39
Department electives:	21
Minor subject:	27
Free electives:	6
Total	132

Faculty of Arts

The Faculty of Arts was the first faculty established. It opened in 1962 with 167 students and was the only faculty in the University until 1965. The Faculty of Arts has five departments: English Language and Literature; Arabic Language and Literature; History and Archeology; Geography; Sociology and Philosophy. The B.A. degree is awarded after four years with 132 credit hours required for graduation. (There are actually nine programs of study available as a student can major in English Language or English Literature, for example.)

After the first year in the Faculty of Arts, students must apply to a specific department or program of study and perhaps 300 out of 350 will want English Language and Literature which is the most competitive department in the Faculty of Arts. Only about one third of those who want this department can be accepted into it.

In addition to the four-year Bachelor's degree program, the Faculty of Arts offers M.A. degrees in Arabic Language, Arabic Literature, History and Archeology. The M.A. is a 36 credit program with 21-30 hours of course work plus 6-15 hours for a thesis. The exact distribution of course work and thesis study is determined by the individual department. The University is considering offering a M.A. program in English Language, but this is not available as of this writing.

Faculty of Economics and Commerce

The Faculty of Economics and Commerce requires 132 credit hours for graduation and offers B.A. degrees in the following fields: Political Science, Public Administration, Economics, Statistics, Business Administration and Accountancy. No graduate degrees are offered as of this writing, but a graduate program in Economics is under consideration.

Faculty of Education and Psychology

The Faculty of Education and Psychology offers a B.Sc. in Elementary Education and requires 132 credits for graduation. Degrees are also offered in Educational Psychology as well as pure Psychology. (There is some debate at the present time as to whether the Psychology programs should be placed within the Faculty of Science. These programs were originally placed in the Faculty of Education for administrative convenience.)

The Faculty of Education and Psychology also offers a Diploma in Education as well as a minor emphasis in Education. The Diploma in Education consists of 33 credits including student teaching. Actual student teaching encompasses one semester and students spend another semester observing and preparing for their student teaching assignments. The Diploma in Education is the teaching credential for secondary school teachers in Jordan. It is often obtained after a student has received a B.A. or B.Sc. in a major field of study although it can be done concurrently with the B.A. or B.Sc. degree program.

A minor in Education consists of 27 credits only. No Diploma in Education is awarded for a minor concentration, but the minor in Education will show on a student's transcript. A student with a minor in Education can go back later to study for a Diploma in Education and have some of the credits received for the minor in Education applied towards the Diploma in Education. (Most of the courses required for the minor in Education and the Diploma in Education are not common, however.) All Ministry of Education Scholarship students are required to follow a minor in Education.

The Faculty of Education and Psychology also offers the M.A. degree in the following four areas: Educational Guidance, Educational Administration and Supervision, Educational Psychology, General Education. As with other graduate programs, 36 semester hours including a thesis are required for the M.A. in Education. There is great competition for a limited number of spaces for the graduate programs. In 1975-76, 110 people applied for 17 spaces.

Faculty of Shari'a

The Faculty of Shari'a offers a four year B.A. program in Islamic law which requires 132 credit hours for graduation. Formerly an independent institution known as the College of Shari'a, this faculty was incorporated into the University of Jordan in 1971. Essentially one academic department, the faculty produces the equivalent of ministers and judges in religious courses as well as teachers of Arabic and religion in secondary schools.

Faculty of Science

The Faculty of Science requires 138 credit hours for a Bachelor's degree and offers the B.Sc. in the following fields: Mathematics, Physics, Chemistry, Biology, Geology. It also has a joint program with the Faculty of Medicine to train laboratory and hospital technicians. This is a two year program to produce technical personnel which leads to a Diploma in Medical Science.

Like the Faculty of Arts, students in the Faculty of Science complete one year before applying to specific programs or departments. Biology is the most popular department, particularly with women students.

In addition to the undergraduate programs, the Faculty of Science offers M.Sc. degrees in Physics, Chemistry, Mathematics, and Biology. (The M.Sc. programs are similar to the M.A. programs in regard to course work and thesis requirements.)

Faculty of Agriculture

The Faculty of Agriculture offers a B.Sc. in Agriculture and requires 154 credit hours for graduation. Students spend their first year in the Faculty of Science and then spend three years plus two summers in the Faculty of Agriculture. The two summers are spent on University-related projects such as working on University farms. Although students spend one year in the Faculty of Science, they are initially identified as Faculty of Agriculture students when they apply to the University.

The Faculty of Agriculture has four departments. There

are two degree-granting departments and two service departments (offering courses which can be applied towards degrees). The degree-granting departments are: (1) Animal Production and Protection and (2) Plant Production and Protection. The two service departments are: (1) Agricultural Economics and Extension and (2) Soils and Irrigation.

The Faculty of Agriculture is planning to offer graduate programs as soon as it awards its first undergraduate degree. (The Faculty of Agriculture was established in 1972.) The graduate program will be oriented toward problem-solving research, particularly toward solving problems of Jordan itself.

Faculty of Nursing

The Faculty of Nursing awards a B.Sc. degree in Nursing. The program is a four year program with the first year spent in the Faculty of Science. The cut-off mark for acceptance into this faculty has been somewhat lower than in other faculties due to the image of the nursing profession in Jordan. Since nursing has been regarded as a menial profession, it has been difficult to attract superior applicants. This situation is improving, however, and a larger group of applicants was attracted during the past year.

Students with secondary nursing vocational certificates are not eligible for admission to the Faculty of Nursing. Students accepted into this faculty must have the academic General Secondary School Certificate in the science stream. During their first year in the Faculty of Science, pre-Nursing students attend the same beginning science classes as pre-Medical students.

Faculty of Medicine

The Faculty of Medicine is the most competitive faculty at the University of Jordan. Students are not admitted directly into the Faculty of Medicine, however, but are admitted to the Faculty of Science where they spend two years. After two years, perhaps 200 students will apply to the Faculty of Medicine for only about 40 spaces. The M.D. degree is awarded after a total of seven years (2 years spent in the Faculty of Science plus five years spent in the Faculty of Medicine).

There are five departments in the Faculty of Medicine: Basic Medical Sciences, Pathology, Medical Sciences, Surgery, Preventive Medicine. The curriculum is a very structured one and the credit hour system is not used. In addition to the seven year program, an additional year is usually spent as an intern attached to one of the teaching hospitals of the University or to other hospital units in Jordan.

Faculty of Engineering

The Faculty of Engineering was established in 1975 with 100 students and as of this writing still has no building or permanent teaching staff. Engineering students spend their first year in the Faculty of Science although they are identified initially as Faculty of Engineering students. The total program consists of five years as students spend four years in the Faculty of Engineering after the initial year in the Faculty of Science. The programs to be offered include specializations in the following areas: Civil Engineering, Electrical Engineering, Mechanical Engineering, Chemical Engineering, Architectural Engineering. The curriculum is very structured and does not use the credit hour system.

Graduate Education

The various M.A. and M.Sc. degrees offered by the Faculty of Arts, the Faculty of Science and the Faculty of Education and Psychology have been mentioned above. At this point in time, the University of Jordan does not offer any Ph.D. programs. All graduate study is coordinated by a Dean of Research and Graduate Studies. The Dean of Research and Graduate Studies administers research grants throughout the University as well as setting up rules and regulations for graduate study. This office oversees all graduate programs and makes sure that degree requirements have been met. The office also plays an active role in initiating new graduate programs, but the actual day to day administration of a particular graduate program is in the hands of the individual department.

At present (1975-76) the University of Jordan claims a total of 631 graduate students. Of the 631,453 are in the Diploma of Education course. These students are considered graduate students since they have their B.A. degree, but it should be pointed out that all courses required for the Diploma of Education are at the undergraduate level. In addition to these 453 students, the breakdown of other graduate students would be as follows: M.A. (Arts) — 70, M.Sc. (Science) — 47, M.A. (Education) — 61.

UNIVERSITY OF YARMOUK

A new university is being planned in Jordan. This university will be located in the northern area of Jordan, close to the Syrian border, and will be known as the University of Yarmouk. This university is scheduled to open in October of 1976. The orientation of the University of Yarmouk will be towards science and technology initially, but all faculties will be included eventually. A master plan is being prepared for the next ten to fifteen years and the ultimate objective of the University of Yarmouk is to enroll 15,000 to 20,000 students. The official language of instruction may be English, but as of this writing, no firm decision has yet been made regarding this. The university will be coeducational.

Although no physical facilities will be ready by October 1976, the first faculty—the Faculty of Arts and Sciences—will begin classes with 480 students in a former secondary school building. The following disciplines will be available initially: Mathematics, Physics, Chemistry, Biology, Arabic, English. The second faculty which will be established in several years will be the Faculty of Engineering.

WEST BANK

Two institutions of higher learning are the University of

Bethlehem and Birzeit College. The former is recently established and is administered by the De la Salle religious order. Local Arab inhabitants attend both institutions.

The *Jordanian General Secondary Education Certificate* is the basis for consideration for admisssion rather than the *Baqrut*. Additional information is unavailable.

JORDAN PLACEMENT RECOMMENDATIONS

I. *English Proficiency Recommendation*
It is strongly recommended that all applicants from Jordan present proof of adequate proficiency in English based upon acceptable standardized tests such as TOEFL.

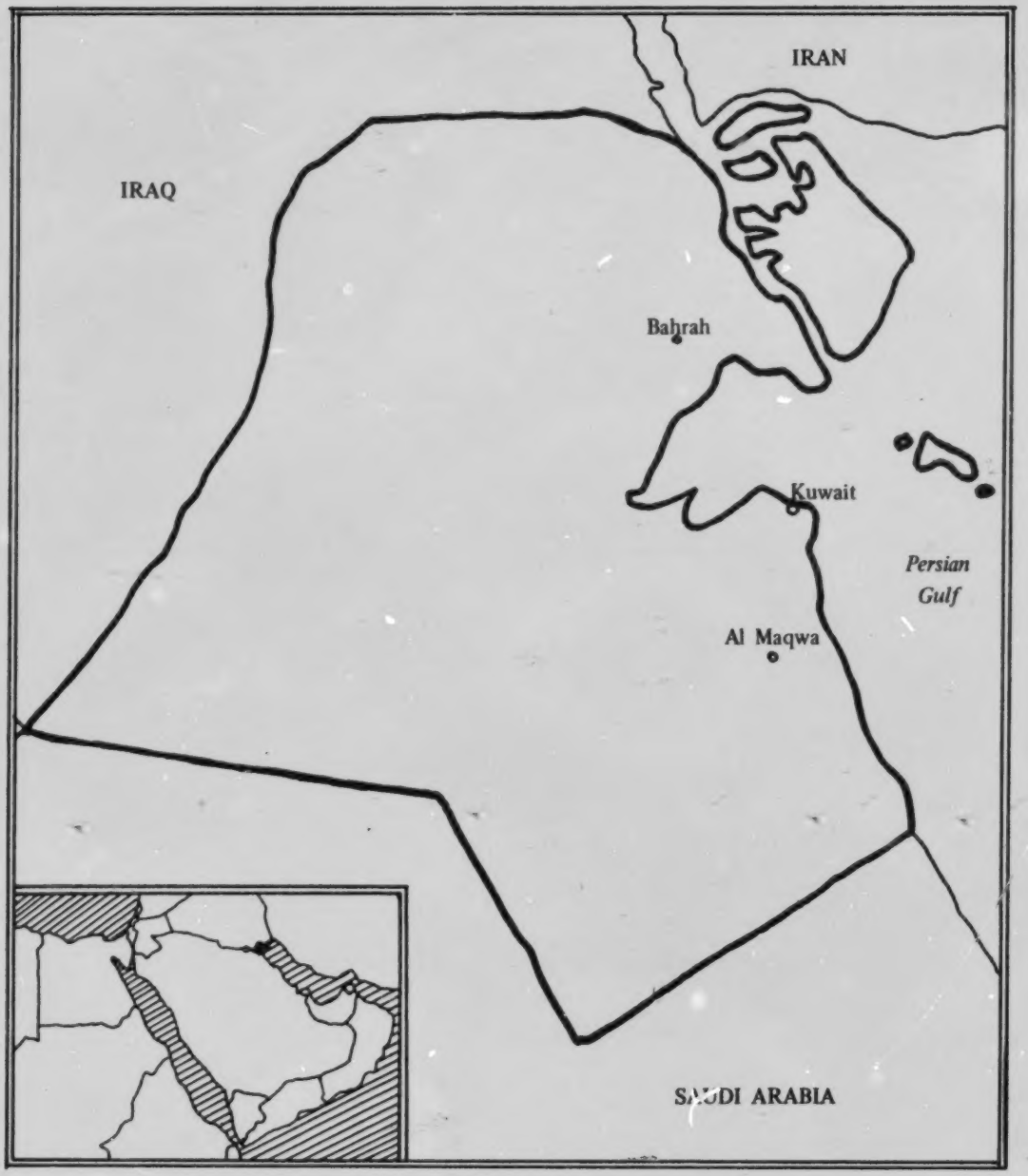
Ii. *Primary, Preparatory and Secondary School Students:*
It is recommended that these students be admitted to their corresponding grade level. Evaluation of subject deficiencies should be determined in accordance with the individual U.S. institution's curriculum.

III. *Freshman Admission:*
A. Students presenting the General Secondary Education Certificate with grades of 70% or better may be considered for admission at beginning freshman level.
B. Students presenting the Vocational Secondary Education Certificate with grades of 70% or better may be considered in specialized technical fields of study appropriate to their background. Admission to traditional academic programs is not recommended.

IV. *Undergraduate Advanced Standing and Transfer Credit:*
A. Students who complete studies at the Unviersity of Jordan and achieve at least an average grade of Good may be considered for admission and allowed transfer credit on a course-by-course basis.
B. Students presenting a two-year, post-secondary Diploma from a teacher training institute may be considered for freshman admission.

V. *Graduate Admission:*
A. Graduates with bachelor's degrees from the University of Jordan, who present final results of no less than Very Good may be considered for graduate admission.
B. Post graduate work at the above institution may be considered for advanced credit according to the admitting institution's policy.
C. The Master's degree awarded on the basis of coursework and thesis may be considered comparable to a U.S. Master's degree.

KUWAIT



KUWAIT COUNTRY TEAM

Chairperson: Ronald E. Thomas
Director of Foreign Admissions
Southern Illinois University at Carbondale

Caroline Aldrich
Associate Director of Admissions
California State University at Chico

Dorothy De Miller
Foreign Admissions Officer
University of Arizona

Walter Dowdy
Assistant Director of Admissions and Financial Aid
Kalamazoo Valley Community College

Robert Hannigan
Dean of Student Services
University of Arkansas

IN-COUNTRY RESOURCES

Listed below are the individuals who contributed to or participated[3] in various phases of the workshop planning and programs.

Elsaid Abdulghon
Technical Education Department
Ministry of Education

Fadhel S. Al-Ageel
Deputy Manager of the Planning
and In-Service Training Department
Ministry of Education

Abdulla M. Ali
Director, The Arab Planning Institute

Mansour Bandar Husain
Registrar, Kuwait University

Ali Behbehani
Kuwait University Computer Center

Abdulwahab Al Borolossy
Rector, Kuwait University

Hassan Al Ebraheem
Dean, Faculty of Commerce,
Economic and Political Science
Ministry of Education
Kuwait University

Mansour Gloum
Inspector of Mathematics
Ministry of Education

Sulaiman M. Kalander
Director, Libraries Department
Kuwait University

Salway Abu Khadra
Head Mistress, DAR AL-HANAN
Private School

Ezzat Mohammad Khairy
Dean, Faculty of Science
Kuwait University

Bader Mahroosal
Kuwait Technical College

Abdul Rahman Al Moudahka
Assistant Secretary General

Reyadh Al Naqeeb
Dean, Faculty of Engineering
Kuwait University

Baheer Ahmed Nasser
Planning Specialist
Ministry of Education

Anwar Al Nouri
Secretary General
Kuwait University

Abdullatif Rawaished
Cultural Foreign Relations
Ministry of Education

Abdul Mohsein Abdul Razzak
Dean, Faculty of Medicine
Kuwait University

Mohamad Jawad Redah
Dean, Faculty of Arts and Education
Kuwait University

Sa'ad Mohammad Al Sa'ad
Assistant Secretary General

Abdul Aziz Shahine
Direitor of Institute of Special Education

KUWAITI EDUCATIONAL SYSTEM

<table>
<tr><td>AGE</td><td>U.S.A.</td><td>SCHOOL YEAR</td><td colspan="3">KUWAIT</td></tr>
<tr><td>23</td><td rowspan="2">GRADUATE AND PROFES-SIONAL</td><td>18</td><td colspan="2" rowspan="2">KUWAIT</td><td rowspan="2"></td></tr>
<tr><td>22</td><td>17</td></tr>
<tr><td>21</td><td rowspan="4">POST-SECON-DARY</td><td>16</td><td colspan="2" rowspan="4">UNIVERSITY</td><td rowspan="2"></td></tr>
<tr><td>20</td><td>15</td></tr>
<tr><td>19</td><td>14</td><td rowspan="2">TEACHER TRAINING</td><td rowspan="2">COMMERCIAL OR HEALTH INSTITUTE</td></tr>
<tr><td>18</td><td>13</td></tr>
<tr><td>17</td><td rowspan="4">SECON-DARY SCHOOL</td><td>12</td><td rowspan="4">RELIGIOUS</td><td rowspan="4">SECONDARY
LITERARY OR SCIENTIFIC</td><td rowspan="4">TECHNICAL EDUCATION</td></tr>
<tr><td>16</td><td>11</td></tr>
<tr><td>15</td><td>10</td></tr>
<tr><td>14</td><td>9</td></tr>
<tr><td>13</td><td rowspan="5">ELEMEN-TARY SCHOOL</td><td>8</td><td rowspan="4">INSTITUTE</td><td colspan="2" rowspan="4">INTERMEDIATE
(COMPULSORY)</td></tr>
<tr><td>12</td><td>7</td></tr>
<tr><td>11</td><td>6</td></tr>
<tr><td>10</td><td>5</td></tr>
<tr><td>9</td><td rowspan="4">PRIMARY
(COMPULSORY)</td><td>4</td><td colspan="3" rowspan="4"></td></tr>
<tr><td>8</td><td>3</td></tr>
<tr><td>7</td><td>2</td></tr>
<tr><td>6</td><td>1</td></tr>
<tr><td>5</td><td rowspan="2">PRE-PRIMARY</td><td></td><td colspan="3">KINDERGARTEN</td></tr>
<tr><td>4</td><td></td><td colspan="3">CO-EDUCATIONAL NON-COMPULSORY</td></tr>
</table>

*STUDENTS COMPLETING THE RELIGIOUS INSTITUTE ARE ONLY ELIGIBLE FOR POST SECONDARY STUDY IN ISLAMIC JURISPRUDENCE AND LAW, ARABIC LITERATURE AND LANGUAGE, AND COMMERCE, ECONOMICS, AND POLITICAL SCIENCE AT KUWAIT UNIVERSITY

Adel Shehab
Head, Secondary Section-Examinations
Department of Examinations and Student Affairs
Ministry of Education

Halimah Kharmah Tabbaa
Head Mistress
Nuzhah Secondary School

Naim Abu Wardeh
Researcher, Planning Department
Ministry of Education

THE COUNTRY AND ITS PEOPLE

LOCATION: Eastern Coast of the Arabian peninsula at the northwest corner of the Arabian Gulf, bordered on the north and west by Iraq and on the south by Saudi Arabia.*
SIZE: Approximately 7,780 square miles, slightly smaller than New Jersey.
OFFICIAL LANGUAGE: Arabic—However, English widely spoken.
POPULATION: 925,000 (1974 estimate)
PEOPLE: 40-45% Kuwaiti, the remainder are non-Arabs and Arabs.
LITERACY RATE: 60% (1975 estimate).
RELIGION: 99% Islam.
NATURAL RESOURCES: Petroleum, fish, shrimp.
INDUSTRY: Petroleum, private business, government employs most of the labor force of which 75% are non-Kuwaiti.
AGRICULTURE: Cultivated land less than 1%.

THE COUNTRY—HISTORY

The Arab State of Kuwait was originally settled in the 1700's by Bedouins from the barren Nejd Arabian desert, looking for a less difficult place to live. These nomadic tribes were the progenitors of today's ruling family—the Al-Saabas. Under the leadership of this family, Kuwait prospered as a trading, pearling, and shipbuilding center. Kuwait experienced many periods of belligerency. Consequently, in 1899, in order to protect herself, she signed a treaty with Great Britain. This treaty was abrogated in 1961, and in that same year, Kuwait was welcomed to the Arab League. Later, in 1963, Kuwait joined the United Nations.

During the period 1921-1950, the foundation for the oil industry was laid. By 1934, the Kuwait Oil Company was formed as a joint British-American venture. At the end of World War II, after a temporary cessation in the development of oil, output increased, and Kuwait became the third largest producer of oil in the Middle East. Site after site was activated by oilmen from Iran, India, Great Britain, the United States, and other countries.

The discovery and development of oil caused such a rapid transformation that only a few remnants of the old city of Kuwait remain. A large and affluent, modern urban center now stands where the inhabitants of old Kuwait city once bade farewell to fishermen and pearldivers.

Oil has provided Kuwaitis with one of the highest per capita income in the world. They enjoy free education, free telephone services, as well as free medical services including surgeons, hospitals, physicians, dental care and pharmaceutical supplies.

In the midst of this abundance of wealth, Kuwait in 1966 established the Kuwait Fund for Arab Economic Development (KFAED) to provide economic assistance to all her developing Arab neighbors. The original capital grant of 50 million KD (Kuwaiti dinars or $150 million) was increased in May 1974 to one billion KD ($3 billion).

Other economic aid included Kuwaiti contributions to The General Authority for South Arabia and the Arabian Gulf States, the Arab-African Bank and the Arab Fund for Social and Economic Development. Kuwait's continuing generosity in assisting other needy Arab nations has been acknowledged by agencies throughout the world.

EDUCATION—HISTORY

Formal Education in Kuwait began in 1912 when the first public school was founded. Until 1927, girls received no opportunity for education. In that year the first school was established, designed to provide girls with education in Arabic, the *Koran* and domestic science (home economics).

It was not until 1936, with the establishment of the Department of Education, that education began to develop. During this time teachers from the other Arab States (primarily Egypt) were recruited to teach in the Kuwaiti schools.

The discovery of oil in the late 1930's and its growing importance following World War II caused a great expansion and philosophical change in the education of its people. In 1956 the "4-4-4" educational struc-

*Islands belonging to Kuwait are Bubiyan, Suki, Karo, Miskan—Kubbar, Um-Almaradem, Un-Alnamel, Oahah, Waibah, Kubah, and Failaka the most populous. The Neutral Zone shared with Saudi Arabia adds another 3600 square miles to Kuwait proper.

ture was adopted on the advice of experts from Egypt and Iraq. Following this, the Department of Education was formalized into a ministry in 1962. Since World War II special education institutes, teacher training schools and technical schools have been created. In 1966 Kuwait University was founded. During the 1975-76 school year government schools including Kindergarten enrolled 182,778 students. Table 1 illustrates the increase in the number of schools, students and teachers since 1936.

TABLE I
THE NUMBER OF SCHOOLS, STUDENTS, AND TEACHERS IN KUWAIT SINCE 1936

Scholastic Year	*Number of Schools*	*Students*	*Teachers*
1936-37	2	600	26
1960-61	109	44,474	2,267
1964-65	148	79,307	4,218
1967-70	195	129,750	8,219
1970-71	203	138,747	9,085
1971-72	221	150,675	10,413
1972-73	243	160,231	11,505
1973-74	260	169,417	12,607
1974-75	308	182,778	14,213

EDUCATION—KINDERGARTEN THROUGH SECONDARY

The Educational System—An overview

The Ministry of Education directly *administers* the schools and all educational institutions. The Minister is assisted by the Under-Secretary who supervises five divisions, each headed by an Assistant Under-Secretary. The five divisions are:

Technical Affairs, Cultural and Social Affairs, Financial Affairs, Curricula and Planning, Administrative Affairs.

Finances for education are provided through the Ministry of Education as part of the national budget. The budget must be approved by the National Assembly. In 1973-74 about 54,488,000 K.D. ($150 million) were allocated to education. As a result of the large revenue from oil, education is entirely free to all Kuwaiti citizens. The Government not only provides school and teachers, but also provides clothing, transportation, food and books for its pupils.

The *structure* of Kuwaiti pre-university education follows a 4-4-4 pattern and is compulsory through the first eight years. It can be seen as follows:

4 years-Primary School
4 years-Intermediate School
4 years-Secondary School

In the past Kuwait has recruited teachers from other Arab countries and will probably continue to do so. As a result of the high salaries for teachers, over 98% of the secondary school teachers have four-year university degrees. Teachers in the secondary school usually teach between 16 and 20 periods per week. The remainder of their time is devoted to individual preparation, with in-service training available to them. In each secondary school, departmental heads work with the individual teachers in planning their course of instruction. Specialized teaching occurs at the primary and intermediate levels where special subject-oriented teachers offer the course of instruction. Moreover, teaching performance is evaluated annually by an inspector, who is a specialist in a particular academic field.

The Ministry of Education has devoted itself to improving the entire educational system. Classroom size remains low. Curriculum development, secondary school counselors, and grouping students according to ability has been introduced. For the future, the Ministry is also considering adopting compulsory education through grade twelve for all students.

Pre-Primary Education

Kindergarten education began in 1954 as a one or two year optional program for four and five year old children. This option continues today.

There are public and private kindergartens. The objectives of these institutions are: to provide a healthy educational atmosphere, to promote good health habits and to facilitate transition from home to school. However, many parents send their children to kindergarten because both parents work and babysitting service is almost non-existent. Pre-primary classes are the only ones where boys and girls are found together in the same classrooms.

Primary Education

This four year segment of the educational system is compulsory for all boys and girls aged 6-9. The student must be 6 years old to begin.

There are presently 112 primary schools; 60 for boys and 52 for girls. Ninety-thousand students are enrolled in the four year program. In 1975 approximately 20,000 students entered the first grade. 6,000 came from kindergartens and 14,000 without prior education. The average class size is 33.

Intermediate Education

The intermediate segment consists of four years of compulsory education for students aged 10-13. There are presently 98 schools; 52 for boys and 46 for girls.

In the first year (5th grade) English is introduced as the first foreign language. In 1975, 61,567 students were

enrolled at the intermediate level. The average class size was 30 pupils per class.

The General Intermediate Examination is given at the end of the fourth year of this segment (8th grade). Students are permitted to continue their optional education based upon the results of this examination.

Secondary Education

The secondary cycle consists of four years of education for students age 14-17. Students who have attained the Intermediate Examination Certificate are eligible to continue their education in one of the following programs: academic, technical, or commercial. The choice of program is left entirely to the student. However, for example, the final score in any technical subject of the Intermediate Examination is a strong factor influencing a decision to enter the technical program. Completion of any of the three programs leads to a certificate which qualifies the recipient for consideration to a higher level of study.

Attendance in this cycle is currently not compulsory, but serious consideration is being given to extend compulsory education to include this cycle.

The Academic program consists of general education courses for the first two years. Specialization in the last two years allows for a choice between the science and literary (sometimes referred to as "arts") sections. The certificate awarded upon graduation is the *General Secondary Education Certificate.*

The program of study for each year and section has not changed significantly from the schedules listed on pages 24 and 25 of the 1974 World Education Series: *The Coastal Countries of the Arabian Peninsula.* The changes that have occurred include the cancellation of "Human Culture" in the 3rd year program, and "Arab Society" in the 4th year program. Both of these courses were cancelled in the 1975-76 school year. The mathematics syllabus for the 3rd and 4th years of the science section are being amended since the conventional mathematics course (algebra, trigonometry, geometry, calculus) is being phased out in the 1975-76 school year so that only the modern mathematics syllabus will be followed. Currently, both syllabii are listed on the science section transcript.

Since admission requirements to some colleges and departments of North American institutions require completion of specified levels of mathematics, a syllabus of the mathematics program was obtained. From this source, an evaluation was made in terms of U.S. high school units. The following conclusion can be drawn: at the end of the second year all students in the academic program will have complete mathematics comparable to 1-1/2 units of algebra, 1/2 unit of trigonometry, and 1 unit of plane geometry. In the literary section, the only additional course in mathematics taught is introduction to statistics. In the science section, the content of the third year-mathematics course is similar to at least on-half unit of advanced algebra, and at least one unit of plane and analytical geometry. The fourth year science section mathematics offered is similar to at least introductory calculus.

The biology, chemistry, and physics courses studied by a student in the literary section are general and do not involve laboratory work. The same courses in the science section are studied for an additional two years, and do include laboratory work. The weekly class periods of science courses include lecture and laboratory periods. However, the laboratory periods are not regularly scheduled.[7]

French and English are the only two foreign languages taught at this level. English is the second language for the majority of students. Although instruction begins in the first year of the Intermediate cycle and continues through the Secondary cycle, English is taught as a foreign language, by non-native English speakers. French is offered only in the literary section during the 3rd and 4th years.

Promotion of students is based upon the end-of-year examination given in all schools in May and June. The student must achieve the minimum passing score in all subjects of the examination to obtain an overall "pass." If a student fails to earn the minimum score in up to two subject examinations, another chance is given in later exam session in September to pass subject(s) in question. If more than two subject examinations are failed, the entire year must be repeated.

The fourth and final year is the most important year of the four-year cycle. Graduation from the secondary school depends entirely on passing the final year examination in all subjects. Marks obtained in previous years are not given consideration. The marks recorded on the fourth year transcript are the scores earned by the student in the final examination in each subject. If a student fails to achieve the minimum passing mark in up to three subjects, he/she is given an opportunity to retake only those examinations failed in the later session in September. If more than three subject examinations are failed in the first session in May/June, the entire year must be repeated.

The final year examination is standardized and administered to all four-year students. It is given only twice a year in May/June and September. The questions for each subject examinations are prepared by a committee composed of two Inspectors from one discipline and one University of Kuwait faculty member who teaches in that discipline. Each subject then has its own committee composing questions.

At any time during the secondary cycle, a student may change to another stream, for example from literary (arts) to science or from academic to technical or commercial. However, the student must then complete the entire cycle of that stream without transfer of credit for subject matter based on the previous study program.

Table II shows the distribution of grades by percentages

[7] World Education Series: *The Coastal Countries of the Arabian Peninsula*, p. 25.

CERTIFICATE OF FINAL YEAR EXAMINATION RESULTS

امتحانات - أ ١٧٦/٧٢/٣٠

STATE OF KUWAIT
MINISTRY OF EDUCATION
Department of Examinations & Students' Affairs
Academic Year 19 — 19

Student's Name .....
School .....

Fourth Secondary :
(Literary Section)

Subjects	Max.	Min.	Mark Obtained	
			1st Session	2nd Session
Islamic Education	20	10		
Arabic Language	60	30		
First Europ. Language	50	20		
Second Europ. Language ( )	40	16		
History	40	16		
Geography	40	16		
Elementary Philosophy, Morals, Logic and Psychology	40	16		
Geology	20	8		
Arab Society	20	8		
Final Total	330	140		

REMARKS :

Student passed and received General Secondary Education Certificate in .....
(Date)

He ranked .....out of ..... Successful candidates.

.....
Under Secretary
Ministry of Education

50

for all those who passed the final year examination in the two academic secondary programs.

TABLE II
SECONDARY ACADEMIC FINAL YEAR EXAMINATION RESULTS, 1974-1975

	Boys	Girls	Total	*Percentage in percentile*
Literary Examination				
90-100%	—	—	—	—
80-89.9%	—	4	4	00.03
70-79.9%	13	48	61	04.73
60-69.9%	57	160	217	16.92
50-59.9%	205	321	526	40.82
40-49.9%	254	226	480	37.50
Science Examination				
90-100%	3	2	5	00.04
80-89.9%	25	31	56	05.00
70-79.9%	60	66	126	11.20
60-69.9%	115	114	229	20.40
50-59.9%	247	169	416	37.00
40-49.9%	217	79	296	26.36

SECONDARY VOCATIONAL TECHNICAL EDUCATION

One of the fundamental aims of education in Kuwait is to respond to the needs of vocational technical education, and therefore prepare a skilled, well-trained labor force. Students holding the *Intermediate School Certificate* may enter one of three secondary vocational technical schools.

The Technical College for Boys

This school was established in 1954-55 with 80 students. Presently there are 786 students taught by 215 teachers. Students may select one of two distinct levels: technicians level, and craftsman level. Technician departments are: Chemical Engineering (most significant, and concentrating on petro-chemical), Industrial Electronics, Mechanical Engineering, Electrical Power and Building Engineering. The Craftsman Departments are: general mechanical, air conditioning and refrigeration, electrical installation, instrumentation and automatic control, radio and television maintenance, electrical installation and fitting, automotive mechanical, surveying and carpentry. The curricula include emphasis in the sciences and mathematics from algebra to calculus. The level mathematics taught is equivalent to two years of algebra, one-half year of trigonometry, one year plane geometry and introductory calculus.

The Secondary Commercial School for Boys

This school was established in the academic year 1963-64 for the specific purpose of preparing students in clerical, secretarial and accounting skills.

The Secondary Technical School for Girls

This school prepares girls for careers as laboratory aides, secretaries, commercial clerks, social work aides, and aides in school nutrition programs. Presently that school enrolls about 500 students.

Students completing the Technical College for Boys and the Secondary Technical School for Girls receive the *Technical Secondary Certificate*

Those students holding the Commercial Secondary Certificate may qualify to be considered for admission to the Faculty of Commerce, Economics and Political Science at Kuwait University according to stringent requirements of the university (see section on Kuwait University, Undergraduate Admission).

New students were not enrolled in the 1975-76 academic year in the three vocational/technical schools in anticipation of a change which will consolidate the schools. The Ministry of Education is completing plans to integrate the schools together with the academic secondary schools, to be known as "the comprehensive school." Present plans call for placing the vocational/technical schools in the established academic secondary cycle and adding a third section, vocational/technical specialization; in the vocational/technical departments in the third and fourth years (as is the case in the literary and scientific sections). It is hoped this change will further promote technical education, and make the field of education more attractive to the Kuwaiti.

PRIVATE SCHOOLS

Private schools in Kuwait exist to meet two basic objectives. First, since a limited percentage of the non-Kuwaiti residents are accommodated in its public school system, private schools have been established to meet their educational needs. Second, very basic language instruction in English and/or French is initiated in the private schools at the pre-school level. It is continued more intensively each year throughout the primary, intermediate, and secondary cycles. Thus, many Kuwaitis and non-Kuwaitis prefer this additional advantage, as well as the competition which results from a selective admissions policy the schools utilize.

Private schools cannot be established in Kuwait without permission from the Ministry of Education. They are not permitted to construct or purchase their own school buildings, but may rent private buildings. However, the Ministry of Education has no control over teachers or their status in private institutions, although in 1967-68,

regulations were enacted which standardize the curricula in both government (public) and private schools. Thus, Ministry of Education inspectors check all phases of the academic program, along with staff qualifications, facilities, and provisions for health and hygiene.

Private schools exist primarily at the pre-primary and primary level. Many are established for children of Anglo-American and Indian-Pakistani professionals, whereas some are operated by oil companies. In 1975, an influx of Lebanese students, as result of the conflict in Lebanon, taxed the capacity of these schools.

Private secondary schools which have been approved by the Ministry of Education are:

Al Arshed Al Islami
Al Jhemeel
Al Jheel al Thedid
Al Omanaé
Dar Al Hanan
Fejher Al Sabah
Al Manhel
Al Naja'h
Al Ikhlos
Om Al Korah
Al Jafriyeh al Islamiah

International private schools have also been established. These schools need not meet Ministry of Education regulations. However, they must secure the Ministry's approval to follow a different curriculum from those prescribed by the Ministry, and to use a language other than Arabic as the language of instruction. Schools of this type at the secondary level are:

The American School
The Iranian School
The Indian School
The New English School
Carmel School
New Pakistan School
Jana'h—Pakistani
Pakistani School in Rumathiah
Pakistani School in Fahahil

RELIGIOUS INSTITUTE

The Religious Institue of Kuwait City was established in 1947-48, and comprised three educational stages, primary, intermediate and secondary. Recently however, the Institute cancelled the primary stage of education. The curriculum includes specialized subjects as well as science and mathematics.

Students completing the secondary stage receive the *Religious Secondary Certificate* and may enter post-secondary study in Islamic Jurisprudence and Law, Arabic Literature and Language, as well as Commerce, Economics and Political Science at Kuwait University.

SPECIAL GUIDELINES FOR ADMISSIONS OFFICERS

Credentials

For completion of secondary education several credentials can be obtained. A separate record for each of the four years of the secondary stage is available. These records, translated into English, should be received from the Cultural Division, Embassy of the State of Kuwait, Washington, D.C. A stamp and signature from that office will be shown on the reverse side of each sheet of the applicant's record. Ordinarily if a student is being considered for a Kuwait government scholarship, verification of his provisional admission is requested before an award can be made. If on the basis of the applicant's academic records, the student is admissible, but satisfactory proof of English proficiency is missing, it is strongly recommended that admission be provisional, subject to attainment of a satisfactory level of English proficiency.

Interpretation

The heading of each sheet will note the academic year (Gregorian calendar) and the specific year of the cycle the applicant is in. The fact that a student enrolled in the literary or science section in the third and fourth years will be stated on the record. The subjects listed comprise the curriculum followed by each student, regardless of the government (public) school attended.

The column headed "Max" states the highest points obtainable in each subject, whereas the lowest points for passing are stated under "Min" (see example Certificate). The grades achieved by the applicant in each subject are recorded under "Score Obtained." The closer the "Score Obtained" is to the "Max" the higher the grade; whereas the closer to the "Min" the lower the grade. No entry in the column "Retake Score" indicates that the student passed in the first attempt for all examinations. This situation is further verified by the date of completion located in the lower part of the yearly record under "Remarks." The first attempt of the examination is usually during the months of May or June. If the student fails any of the examinations, the score earned in the second examination in September will be recorded in the "Retake" column. The date of graduation will then read the month of September. Division of the "score obtained" by the "max" gives the percentile standing on the student's overall record. The same principle applies on a subject-by-subject basis.

The "rank-in-class" recorded on the lower portion of the fourth year record indicates the student's standing in the group of those students who successfully passed the final examination in either the first attempt in May or in the second attempt in September. If the letter "R" follows the student's rank, it means that that rank is shared with another. However, as of May/June 1974, "rank-in-class" no longer appears on the final year record and is no longer

available after that date.

If the final total "score obtained" column shows two totals, the student has been exempted from one subject examination.* The first total is the sum of the scores obtained. The second total is the adjusted figure which compensates for the score of the subject in which the student was exempted. In such cases it is the second total that should be used in computing a total percentage.

If a subject score obtained is below the minimum for that subject, it will be encircled in red. The retake examination, regardless of the score, can never increase the total of all scores obtained on the student's record. However, if a student is absent from the subject examination in the first sitting, his total of scores obtained may be increased by the retake score.

HIGHER EDUCATION

Holders of the *General, Technical,* or *Commercial Secondary Education Certificate* in Kuwait are eligible to apply for admission to institutions of higher education. In Kuwait, these include Kuwait University, the Teacher Training Institute, the Commercial Training Institutes, and the Health Institute for Girls.

There is no charge for post-secondary study in Kuwait. In its quest to motivate students to seek higher education, Kuwait University provides incentive awards to entering freshman students who achieve 80% or above on the *General Secondary Education Examination.* Because there are critical manpower shortages in the State, other financial awards are given to encourage Kuwaiti students to enter vocational, technical, commercial education, as well as allied health fields at both secondary and post-secondary levels.

KUWAIT UNIVERSITY

Prior to 1960, all graduates of secondary scientific and literary streams pursued advanced study at institutions outside of Kuwait, primarily—in the Arab Republic of Egypt, the United Kingdom, and the United States. Plans for an institution of higher education in Kuwait were first discussed in 1960 by a group of experts from other countries. Their plans were implemented when, in 1963, the government mandated formation of a public university consisting of two colleges—one for men and one for women (the latter referred to as the "University College"). To spearhead the University's development and to meet the State's increasing need for trained teachers and educational specialists, two faculties were initially recommended—the Faculty of Science, and the Faculty of Arts and Letters (also referred to as the Faculty of Arts and Education). Both colleges were to have access to these faculties.

* Usually, this would involve exemption from the Islam Education examination for Christian students.

In 1966, Kuwait University enrolled its first class of 418 students, taught by a staff of thirty. The campus then occupied several locations in Kuwait City. A single campus—modern and spacious—is currently being designed for occupation in 1981. A 1975-76 listing of the University's faculties includes a Faculty of Commerce, Economics, and Political Science, a Faculty of Engineering, and a Faculty of Law and Shari'a, in addition to those listed above. It is predicted that by 1976-77 the Faculty of Medicine will open. Progressive growth of the University is indicated on the following table.

TABLE III
ENROLLMENT AT KUWAIT UNIVERSITY FROM 1966-1974

Year	*Men*	*Women*	*Total*
1974-75	3,396	4,856	8,252
1973-74	1,596	2,240	3,836
1972-73	1,430	1,857	3,287
1971-72	1,113	1,340	2,453
1970-71	956	1,032	1,988
1969-70	875	838	1,713
1968-69	709	628	1,337
1967-68	467	407	874
1966-67	243	175	418

The official primarily responsible for *administration* of the University is the Minister of Education. However, daily administrative and academic matters are actually directed by the Rector. The Rector operates in concert with the University Council, composed of the Secretary General, the deans of the University's five faculties, the permanent Under-secretary of the Ministry of Education, three Kuwaiti government representatives, and three Kuwaitis from private enterprise. Each faculty is chaired by a dean, who is appointed by the Rector in consultation with the University Council.

Kuwait University offers regular four-year bachelor degree programs in each of its five faculties. Two-year post-graduate diploma programs (science, commerce, law, and education), two-year master degree programs, and various doctoral programs have been offered in the University's brief history. With the exception of the *Diploma in Education,* all graduate programs were discontinued in 1973, and are currently undergoing re-evaluation. Beginning with the 1973-74 year, no additional students were admitted to postgraduate study with the exception of the *Diploma* programs in Education. However, enrollees in any of these discontinued graduate programs are being permitted to complete their studies, and will be awarded the post-graduate degree if they qualify for it.

Major curricular changes have been implemented in overall undergraduate requirements for all faculties of the University. As of this academic year, university scholars must meet general education requirements. They are also able to choose a certain number of general electives, and may pursue a minor subject over if desired. Students are also required to fulfill a two-semester language requirement in either English or French.

The undergraduate curricula of the individual faculties offering departmental majors have also undergone extensive revision both in structure and content during the 1975-76 academic year.

Traditionally, because of the University's Egyptian and British heritage, the lecture method has prevailed, with student input in the classroom in the form of direct response to instructor's question's. With curricular reform stressing a basic general education for all, it is felt that a change in the teaching/learning process will occur. Under its new philosophy, the University is urging each faculty to develop and implement a committment to a student advisory process where faculty members are accessible and accountable to the student. There is an attempt to personalize classroom instruction by limiting class size to 25 students. The curricular revisions became effective in 1975-76 with students being encouraged to choose elective courses broadly. Thus, it is expected that increasing use will be made of inter-faculty course offerings.

Undergraduate and graduate degree programs in effect prior to the University's curricular reorganization in 1975, are described in detail by Dean O. Clark and Robert Anton Mertz in *The Coastal Countries of the Arabian Peninsula*.*

The Intensive English Center was established on the Kuwait University campus during the 1974-75 school year, but was not fully operational until 1975-76. This center offers a non-credit program in which the objective is to raise the level of English proficiency in University student so that they are able to pass the foreign language requirement for graduation. As of the 1975-76 academic year all students must successfully complete rigorous English or French course requirements to fulfill the language requirement for graduation.

The Academic Calendar, prior to 1975, consisted of one academic term per year lasting 30 weeks. In fall 1975, (and as an experiment in the Faculty of Commerce, Economics and Political Science beginning in the fall of 1973), the academic year was divided into two semesters, each consisting of 16 weeks. Classes were held five days a week excluding Thursday and Friday (the Moslem Sabbath).

Admission to the University is the responsibility of the Registrar of Kuwait University. Applicants preferentially list the faculties in which they wish to study. The number of students admitted to the University is determined by the University Council, alloting an admissions quota to each faculty per semester. To be eligible for one of the spaces in the University, graduates of secondary schools must present a score of 55% or above on the General Secondary Education Examination. Graduates come from any public or private school approved by the Ministry of Education, or from the Religious Institute. However, students from the Religious Institute are not allowed to matriculate in the Faculties of Science and Engineering. Moreover, score of 55% does not mean that the applicant automatically is accepted for admission to the preferred faculty. When demand for a specific faculty exceeds supply, each faculty's allotted spaces are filled according to previous academic achievement. Applicants are ranked according to previous grades, and only the outstanding academic students can expect admittance. The Faculty of Engineering has established a more competitive selection score (60%) because of the higher number of applicants to that field of study. Alternate admission can be granted to the student's second or third choice faculty, but only to students scoring 55% on the General Secondary Education Certificate examination, and only as space allows.

Applicants with the *Technical Secondary School Certificate* are not eligible to enter the University. Those with the *Commercial Secondary School Certificate* are rarely eligible for admission. They can be admitted to the Faculty of Commerce, Economics, and Political Science, but only if they pass an extremely difficult pre-requisite examination.

Transfer students from the Teacher Training Institutes, with an overall grade of "Good" or better on the Teacher Training Certificate, may be admitted to the University in an education program (Faculty of Arts or Faculty of Science) in the subject area studied at the Institute. These students when admitted, are allowed up to 30 hours of transfer credit by the University in the previously selected subject area.

Prior to 1973, admissions requirements for the various post-graduate programs were as follows:

Diploma: For the *General Diploma*, the Bachelor Degree with a grade of "Good." For the *Diploma in Education*, the Bachelor Degree with a grade of "Good."

Master Degree: An overall grade of "Good" for Baccalaurate study is required for admission into all Master programs.

Doctorate: The basic requirement for admission to a Doctoral Program was the Master Degree. Letters of recommendation were required of students applying who had not previously attended Kuwait University.

As of 1973, these programs (except *Diplomas in Education*) were discontinued and no admissions/selection criteria have yet been established for the future.

In 1975-76 the University adopted a new *Grading System*. Implementation of a letter grade system and "credit units" were substituted for the existing symbols.

*Clark, Dean O. and Mertz, Robert Anton: *Coastal Countries of the Arabian Peninsula*: World Education Series 1974, AACRAO, pp. 28-48.

(The Faculty of Commerce, Economics, and Political Science, began with this system as an experiment in 1973.) The reported unit of credit is the "credit hour," considered comparable to the semester unit of credit in the United States.

Prior to September 1975 (prior to 1973 for the Faculty of Commerce), the following grading system existed:

Distinction (or Excellent) 90-100%
—with *1st Class Honors* if grade of "Distinction" in final year, and no yearly grade below "Very Good."
—with *2nd Class Honors* if grade of "Distinction" in final year and no yearly grade below "Good."

Very Good 80-89%
—With *2nd Class Honors* if grade of "Very Good" in final year and no yearly grade below "Good."

Good 70-79%

Pass 60-69%

Failing (Previously, "Weak") Below 60%

Students whose final year results are a marked improvement of "Distinction" over a previously marginal performance may qualify for 2nd Class Honors.

A *General Grade* was reported at the end of each academic year. To determine this, an average of all the percentile grades reported by the instructor was computed. This *General Grade* is never indicated numerically on transcripts, like other numerical grades. It is reported only in descriptive phrases (i.e. Good, Very Good, etc.) However, the final grade for the degree is the grade also earned in the student's fourth year of study.

Transcript Information is presented through the use of a single, comprehensive transcript available only for the student who has graduated with the baccalaureate degree. Results for a student not graduated are submitted in the form of a yearly report—one for each year completed.

Beginning September 1975 (beginning September 1973 for the Faculty of Commerce), the following grading system existed:

Grade	*Grade Points*
A (Excellent)	9 Grade Points
A-(Excellent)	8 Grade Points
B + (Very Good)	7 Grade Points
B (Very Good)	6 Grade Points
B-(Very Good)	5 Grade Points
C + (Good)	4 Grade Points
C (Good)	3 Grade Points
D + (Passing)	2 Grade Points
D (Passing)	1 Grade Point
F (Failure)	Zero
P (Passed)	Units are counted as ungraded.
NP (Not Passed)	Units are counted as ungraded.
I (Incomplete)	Make-up is permissible only within the next semester of resident study. An Incomplete mark not made up within this period becomes an F.

Grade determination is based fifty percent (50%) on the semester's work and classroom performance, and fifty percent (50%) on the final examination.

Computation of a *Cumulative Grade Point Average* each semester replaces the former yearly General Grade.

Honors Designation for students is awarded to any student with a cumulative grade point average of 8.0 (A-) or above, provided he completes eight semesters in succession all at Kuwait University. Each semester, a *Dean's List* is also published. To qualify, a student must have completed no fewer than 15 credit hours, with a 7.0 (B+) semester's grade point average or better.

Academic course schedules in the Faculties of Science and Engineering typically are 18 credit units per semester. With permission, a student may take up to 21 credit units. Students in the other faculties take 15 credit hours, and up to 18 with permission.

Yearly Promotion, under the old system, was approved for University students who had passed an examination in each subject studied. These examinations were administered in May at the end of the academic year. Examinations failed may have been repeated in October, before the beginning of the following academic year. A student who failed one or more examinations the second time was required to repeat the entire academic year.

In 1975 the promotion system no longer was in effect. Required courses failed may be repeated in a future semester, while the student may progress in other areas.

Requirements for a baccalaureate degree, beginning in 1975, were a minimum of 120 credit hours for the baccalaureate degree. In addition, all students beginning in 1975 must complete:

1. general education requirements.
2. two semesters of a foreign language (English or French).

A cumulative grade point average of 3.00 (C) must be maintained, with a 3.00 (C) average in the student's major area. No grade less than a "C" is acceptable in any course required for the major academic area.

Profiles on the University's Faculties.

The Faculty of Arts and Letters (also referred to as Arts and Education) includes Departments of Arabic Language and Literature, English Language and Literature, History, Geography, Philosophy, Sociology and Social Services, Psychology, and Education.

To attain the Bachelor of Arts Degree, 120 credit hours

are required. The following degrees are currently offered:

- *Bachelor of Arts*—in each of the above areas
- *Bachelor of Arts in Education*—in each of the above. This degree is a combination degree with other departments of this faculty. The first two years are general education, whereas during the last two, education courses are introduced.
- *General Diploma in Education*—a two-year post-graduate program for B.A. holders who have not studied education or teaching methods is required in order to teach. Credits earned are on the undergraduate level (similar to the "fifth year" in the United States)
- *Special Diploma of Education*—a two-year postgraduate program. Applicants must have earned the General Diploma in Education of the B.A./B.Sc. in a faculty combined with Education. 12 semester units 5 or 6 courses are required; credits earned are considered to be at the graduate level.

Grade Distribution for those who passed in 1974-75.

Excellent	3%
Very Good	14.3%
Good	35.5%
Pass	47.2%

Faculty of Science includes the Departments of Botany, Chemistry, Geology, Mathematics, Microbiology, Biochemistry Physics, and Zoology.

To attain the Bachelor of Science degree 137 credit hours are required.

The following degrees are commonly offered:

- *Bachelor of Science—General* is awarded in each of the above, and in Mathematical Statistics, Pure Mathematics, Applied Mathematics.
- *Bachelor of Science—Special* is awarded in same fields as the *B.Sc.—General* when students specialize more narrowly. To qualify, a student in first two years must score "Very Good" in the area of specialization, and a "Good" overall. The student must earn at least "good" in his third year, and at least "pass" in his fourth to receive the Special degree. Otherwise, he receives the General degree.
- *Bachelor of Science and Education* in Pure and Applied Mathematics, Physics and Chemistry, Botany and Zoology, Chemistry and Geology are a combination degree possibiliteis with these departments and the Department of Education in the Faculty of Arts. The first two years consist of general education with the last two introducing education courses.

Approximate *Grade distribution* for those who passed in 1974-75.

Excellent	5%
Very Good	10%
Good	50%
Pass, Weak, Very Weak	35%

The Faculty of Commerce, Economics, and Political Science includes the Departments of Commerce, Business Administration, Accounting, Statistics and Inference, Economics, and Political Science.

To attain the Bachelor of Commerce degree, 120 credit hours are required to attain the following degrees are offered:

- *Bachelor of Commerce*
- *Bachelor of Economics*
- *Bachelor of Political Science*

The Faculty of Engineering includes the Deparments of Civil Engineering, Electrical Engineering, and Mechanical Engineering.

To attain the Bachelor of Engineering Degree 144 credit hours are required. The following degrees are offered:

- *Bachelor's in Civil Engineering*
- *Bachelor's in Electrical Engineering*
- *Bachelor's in Mechanical Engineering*

Special Note:

The Faculty of Engineering opened in the 1975-76 academic year. A total of 100 students enrolled; 88 males and 12 females. The first semester curriculum is a required preparatory semester consisting of 15 units intensive English, 3 units science orientation, and 4 units engineering orientation. However, these 22 units do not carry degree credit. The first two years are general science and engineering courses common to all engineering majors. Whereas the third year students choose an area of specialization. Normally, the curriculum is five years in length.

The Faculty of Law and Islamic Doctrine (Shari'a) includes the Departments of Shari'a and Islamic Studies, Private Law, Public Law, Penal Law, and International Law.

To attain the Bachelor of Laws and Islamic Law degree, 120 credit hours are required.

TABLE IV
KUWAIT UNIVERSITY ENROLLMENT

Faculty and Class Level	*1976-1977*			*1974-1975*			*1973-1974*		
	Males	*Females*	*Total*	*Males*	*Females*	*Total*	*Males*	*Females*	*Total*
Science				779	1,055	1,834	335	278	613
First Year				430	654	1,084	96	116	212
Second Year				333	545	878	52	70	122
Third Year				261	388	649	35	39	74
Fourth Year				20	21	41	14	17	31
'Masters				20	3	23	19	3	22
Diploma				4	2	6	5	2	7
(Ph.D.)				1,847	2,668	4,515	556	525	1,081
Arts and Education									
First Year				206	529	735	140	471	611
Second Year				115	351	466	98	273	371
Third Year				95	285	380	71	204	275
Fourth Year				66	191	257	42	168	210
Masters				78	54	132	55	26	81
Diploma				152	64	216	146	48	194
(Ph.D.)				7	2	9	9	4	13
Law and Shari'a				709	1,476	2,185	561	194	1,755
First Year									
Second Year				62	36	98	65	33	98
Third Year				40	18	58	23	29	52
Fourth Year				25	30	55	32	32	64
Masters				34	29	63	29	14	43
Diploma				-	-	-	-	-	-
(Ph.D.)				61	13	74	87	10	97
Commerce				223	126	349	237	118	355
First Year									
Second Year				178	195	373	380	330	710
Third Year				174	164	338	380	330	710
Fourth Year				126	122	248	90	93	183
Masters				105	101	206	108	90	198
Diploma				21	4	25	7	-	7
(Ph.D.)				13	-	13	54	3	57
Engineering				-	-	-	-	-	
First Year	88	12	100	617	586	1,203	639	516	1,155

POST-SECONDARY TECHNICAL SCHOOLS

Students holding the *Technical Secondary Certificate* or the *Commercial Secondary Certificate* may enter one of the following programs.

The Health Institue for Girls was established to alleviate the professional nursing shortage in Kuwait. Students completing this program are prepared as mid-level nurses. Graduates from this Institute receive a diploma and are employed in their professional nursing specialization.

The Kuwait Commercial Institute consists of two distinct institutes in Kuwait, one for girls and one for boys. Students specialize in such areas as computer programming, accounting, clerical, secretarial, banking and insurance. Graduates from the institute receive a diploma and are employed in their respective commercial specialization.

The Kuwait Applied Technology Institute is a two-year Institute scheduled to open during the academic year 1976-77. Male students presenting the *Secondary Certificate* are eligible for advanced study in electronics and electrical engineering, chemical engineering, civil engineering, and mechanical engineering. Graduates receive a diploma.

TEACHER TRAINING INSTITUTES

There are two post-secondary teacher training institues, one for girls and one for boys. Since 1973 all students entering the Teacher Training Institutes must hold Kuwaiti citizenship, obtain a score of 55% on the *General Secondary Education Certificate* and pass a personal interview. Students completing the two year program are eligible to teach at the primary school level.

OTHER TYPES OF SCHOOLS

Other Institutes in Kuwait have been developed by industry and the Ministries to train their employees. Among these Institutes are The Polytechnic Institute, Water Resources Institute, and Tele-Communications Institute, and the Agriculture Institute.

Upon completion of the training period students are awarded a certificate.

Special Education was implemented in Kuwait in 1955. At that time 36 boys were enrolled. By 1973-74 the enrollment was 1,964, including 470 students from other Arab countries. The institute provides education for all handicapped children beginning at age 5, and assists them in reaching "a full realization of their capabilities." The *Collective Institute for Special Education* is one large complex with current equipment for vocational training, physiotherapy, physical fitness and other facilities to meet the needs of the handicapped including the blind, the deaf, the hard of hearing, the mentally or emotionally retarded, or the paralytic. The institute follows the day school system, with local residents provided free daily transportation. Full integration of these pupils is a distinct possibility as the best of the blind students, equipped with tape recorders and braille writers, are able to attend the regular elementary, intermediate, and secondary schools together with sighted pupils. A successful job placement bureau exists whereby all graduates of the 1971-72 vocational rehabilitation institute were fully employed with the government.

The Arab Planning Institute, originally called the Kuwait Planning Institute, was established in January 1966 by the government of Kuwait with assistance from the United Nations Development Program. At present the Arab Planning Institute is financially supported by the governments of the Arab States. The Institute provides training for specialists and officials in government agencies and institutions responsible for economic and social developmental planning. Students are eligible to attend the nine month course provided they have a four year university degree and are presently working in industry or government. However, shorter certificate programs are also available to mid-level management personnel. Approximately 40 students were enrolled in the diploma program in 1975.

KUWAIT PLACEMENT RECOMMENDATIONS

I. *English Proficiency Recommendation*
It is strongly recommended that all applicants from Kuwait present proof of adequate proficiency in English based upon acceptable standardized tests such as TOEFL.

II. *Primary, Intermediate, and Secondary School Admission*
It is recommended that students at this level be admitted to their corresponding grade level. Evaluation of subject deficiencies should be determined in accordance with the individual U.S. institutions' curriculum.

III. *Freshman Admission*
Students who have been awarded the *General Secondary Education Certificate*, with a grade of 60% either in the literary or the scientific section, may be considered for freshman admission in a field appropriate to their background.

Students who have been awarded the *Religious Secondary Certificate* with a grade of at least 60% may be considered for freshman admission in a field appropriate to their background.

Students who have earned the *Technical* or *Com-*

mercial Secondary Certificate with a grade of "Very Good" may be considered for freshman admission in specialized technical fields of study appropriate to their background. Consideration for admission to traditional academic programs is not recommended.

Students who have earned a grade of "Very Good" on the *Diploma* from the secondary-level Teachers Training Institute, prior to 1972 may be considered for freshman admission in a related education program of study.

IV. *Undergraduate Admission Advanced Standing/Transfer Credit*

Under the old system prior to 1975 (prior to 1973 for the Faculty of Commerce, Economics and Political Science), students at Kuwait University who have earned a yearly general grade of "Good" may be considered for admission and may be granted transfer credit on a course-by-course basis.

Under the new system, students from Kuwait University who have earned a cumulative average of 4.00 (C+ on a 9.0 scale) may be considered for admission and may be awarded transfer credit on a course-by-course basis.

Students who have received the *Diploma* from the post-secondary Kuwait Commercial Institutes may be considered for admission to an undergraduate program in a related field, provided they have an overall grade of "Very Good," with the possibility to validate any credit according to the receiving institution's policy.

Students under the new system (after 1972), who have received the *Diploma* from the post-secondary Teachers' Training Institutes with an overall grade of "Good" may be considered for admission and awarded up to 30 semester units of transfer credit on a course-by-course-basis.

V. *Graduate Admission*

Students with a Bachelor of Arts/Science degree from Kuwait University who have obtained a degree grade of "Very Good" may be considered for admission to programs at the graduate level.

It is recommended that all students from Kuwait University who have completed graduate courses be considered for admission to a beginning graduate program with the possiblity of transfer credit being awarded in accordance with the admitting institution's policy.

VI. *Arab Planning Institute (formerly Kuwait Planning Institute)*

Students who completed work at the Arab Planning Institute and who are seeking admission to a graduate program in the United States should be considered on the basis of performance in their undergraduate degree program. It is therefore suggested that graduate level transfer credit for courses or work completed at A.P.I. awarded on course-by-course basis in accordance with the admitting institution's policy.

VII. *Other specialized schools*

It is recommended that students completing a program at a specialized institute not under the jurisdiction of the Ministry of Education should not be considered for freshman admission nor eligible for transfer credit.

BIBLIOGRAPHY

Clark, Dean O. and Robert Anton Mertz. *Coastal Countries of the Arab Penninsula.* World Education Series. Washington D.C.: American Association of Collegiate Registrars and Admissions Officers, 1974.

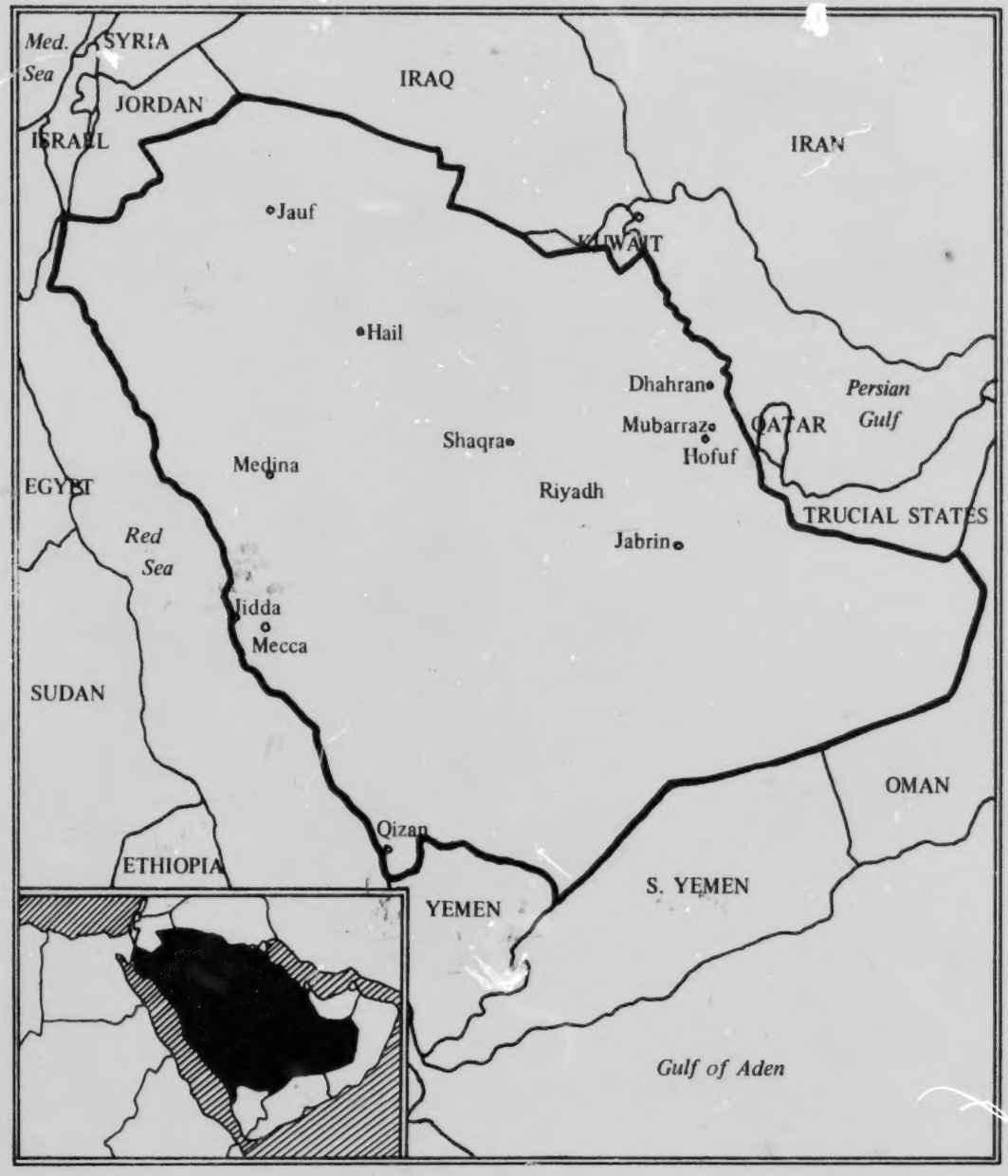
Mallakh El, Ragaei. *Economic Development and Regional Cooperation.* Chicago, Illinois: Center for Middleastern Studies, Unviersity of Chicago, 1970.

Polk, William R. *The United States and The Arab World* (revised edition). Cambridge: Harvard University Press, 1969.

Trevelyan, Humphrey. *The Middle East Revelation.* Boston, Massachusetts: Gambit, Inc., 1970.

Yale, William. *The Near East-A Modern History* (Revised). Ann Arbor, Michigan: University of Michigan Press, 1968.

SAUDI ARABIA



SAUDI ARABIA

COUNTRY TEAM

Chairperson: Johnny K. Johnson
Director, Graduate Admissions
University of Kentucky

Kathleen Brusick
International Student Counselor
Montgomery Community College

Eunice Hoffman
Student Admissions Examiner II
University of Wisconsin-Madison

Gary W. Hopkins
International Student Admissions Officer
University of Delaware

Marguerite Marks
Admissions Officer—Foreign Students
Portland State University

Duchess Mills
Foreign Student Advisor
Midlands Technical College

Inez Sepmeyer, *Observer*
Administrative Services Officer, Admissions Office
University of California at Los Angeles

Lee Thompson, *Observer*
NAFSA Community Section Chairperson-Elect
Boulder, Colorado

IN-COUNTRY RESOURCES

Listed below are the individuals who not only hosted us most graciously during our stay in the Kingdom but also without whose knowledge and candor in providing us with complete and current information, the task of completing this document would have been impossible. (John Johnson, *Chairman*)

H.E. Dr. Abdulaziz Al-Khuwaiter
Minister of Education

H.R.H. Prince Khalid ibn Fahd ibn Khalid
Deputy Minister of Education for
Educational and Administrative Affairs

H.R.H. Prince Faisal ibn Abdulaziz ibn Faisal,
Director General for External Relations and
Missions Abroad

H.R.H. Prince Mohammad Al-Abdalla Al-Faisal
Assistant Deputy Minister for Administrative Affairs

Dr. Ibrahim Abbas Natto
Director of Center for Statistical Data and
Educational Documentation, Ministry of Education

Mr. Saad Abu-Muti,
Director General, Elementary Education
Ministry of Education

Mr. Othman Al-Ahmad
Director General of Examinations
Ministry of Education

Mr. Mohammad Al-Ameel,
Director General
Intermediate Education, Ministry of Education

H.E. Dr. Abdulaziz Al-Fadda
Rector, University of Riyadh

Ms. Saud Al-Fatih
Dean, Girls' College of Education, Riyadh

Dr. Ali Al-Khalaf
Dean of Graduate College
University of Petroleum and Minerals, Dhahran

H.E. Dr. Abdullah Al-Nafie,
Vice-Rector, University of Riyadh

Mr. Qasem A. Alority
Assistant to Supervisor of Vocational Training Center,
Dammam

Ms. Fadia Al-Saleh
Principal of Administration
Girls' College of Education, Riyadh

Mr. Yousef Saleh Al-Saif
Advisor for Educational Planning
Ministry of Education

Dr. Mohammad Al-Tawail
Director General
Executive Development Programs
and Acting Director, Pre-service
Training Programs, Institue of
Public Administration

Mr. Abdulrahman Al-Tunsi
Director General
Al-Thaghr Model Schools, Jeddah

Mr. Abdalla Al-Zamil
Director General
Vocational Education, Ministry of Education

Mr. Faud Angawi
Director, Public Relations
King Abdulaziz University in Jeddah

Dr. Saleh A. Athel,
Acting Dean, College of Engineering
University of Riyadh

Dr. Hamoud Al-Badr
Registrar, University of Riyadh

H.E. Dr. Bakr Abdullah Bakr
Rector, Unviersity of Petroleum and
Minerals in Dhahran

Mr. Saleh Bawazeer
Assistant Cultural Attache,
Saudi Arabian Educational Mission
Houston, Texas

Mr. C. Edward Bernier
Cultural Affairs Officer and Director
English Language Center, Riyadh

Mr. Jawad Bukimnan
Director of Public Relations
University of Petroleum and Minerals, Dhahran

Dr. Fahd Al-Dakhil
Dean of Engineering
University of Petroleum and Minerals

Dr. Robert L. Darsey,
Manpower and Education Programs
U.S.-Saudi Arabian Joint Commission
on Economic Cooperation, Riyadh

Mr. Abdulaziz Al-Dokhi
Director of External Relations Department
Ministry of Education

Mr. Abdulaziz Al-Ghaith
Head of Statistical Research Section, Data Center
Ministry of Education

Dr. Abdulaziz Al-Gwaiz
Dean of Sciences
University of Petroleum and Minerals, Dhahran

Mr. Mohammad Abdul Hadi
Assistant Director of Education
Dammam Educational District

Dr. Montazer Hakim
Registrar, King Abdulaziz University, Jeddah

Mrs. Seham Hassoun
Supervisor, General Directorate of Girls Education

Ms. Madawi Hatlani
Registrar, Girls College of Education, Riyadh

Mr. Norman K. Hester
Registrar, University of Petroleum and Minerals, Dhahran

Dr. Saleh T. Izmirily
Dean, College of Education
University of Riyadh

Dr. Saud Al-Jammaz
Director General, Curriculum and
Research of Educational Media and
Acting Director General, Secondary
Education, Ministry of Education

Mr. Ahmed Al-Kahaili, Director, Budgeting and Planning
Acting Director, Organization and Management Unit
Ministry of Education

Mr. Khalid Kremly,
Director General, Teacher Training
Ministry of Education

Dr. Saleh Al-Malek
Islamic University of Imam
Muhammad Ibn Sa'ud, Riyadh

Mr. Abdulrahman Mazi
Head of Department of Statistical Data
Data Center, Ministry of Education

Dr. Mohammad Mutabagani
Director General, Technical Education
Ministry of Education

Dr. Mohammad Zaiyan Omar
Dean of Faculty of Arts and Humanities
King Abdulaziz University, Jeddah

Mr. Abdullah Rady-Al-Deligan
Supervisor of Vocational
Training Center, Dammam

Mr. Rashi Ali Al-Rukaiba
Acting Headmaster
Dammam Secondary School

Dr. Khalid Al-Saif
Supervisor of Academic Affairs
King Faisal University

SAUDI ARABIAN EDUCATIONAL SYSTEM

<table>
<tr><th>AGE</th><th>GRADE</th><th colspan="6"></th></tr>
<tr><td>26</td><td>21</td><td colspan="6" rowspan="5">HIGHER EDUCATION
GRADUATE</td></tr>
<tr><td>25</td><td>20</td></tr>
<tr><td>24</td><td>19</td></tr>
<tr><td>23</td><td>18</td></tr>
<tr><td>22</td><td>17</td></tr>
<tr><td>21</td><td>16</td><td colspan="4" rowspan="4">HIGHER EDUCATION
UNDERGRADUATE</td><td rowspan="2">HIGHER TECHNICAL INSTITUTE</td><td></td></tr>
<tr><td>20</td><td>15</td></tr>
<tr><td>19</td><td>14</td></tr>
<tr><td>18</td><td>13</td><td colspan="2">PRE-SERVICE/IN-SERVICE TEACHER TRAINING PROGRAMS</td><td>TECHNICAL INSTITUTE</td><td></td></tr>
<tr><td>17</td><td>12</td><td rowspan="3">SECONDARY RELIGIOUS INSTITUTE</td><td rowspan="3">GENERAL SECONDARY LEVEL</td><td rowspan="3">SECONDARY ELEMENTARY TEACHER TRAINING</td><td rowspan="3">SECONDARY INDUSTRIAL INSTITUTES</td><td rowspan="3">SECONDARY COMMERCIAL INSTITUTES</td><td rowspan="3">SECONDARY AGRICULTURAL INSTITUTES (OPEN TO ALL)</td></tr>
<tr><td>16</td><td>11</td></tr>
<tr><td>15</td><td>10</td></tr>
<tr><td>14</td><td>9</td><td rowspan="3">INTERMEDIATE RELIGIOUS INSTITUTES</td><td colspan="6" rowspan="3">GENERAL INTERMEDIATE LEVEL</td></tr>
<tr><td>13</td><td>8</td></tr>
<tr><td>12</td><td>7</td></tr>
<tr><td>11</td><td>6</td><td colspan="7" rowspan="6">GENERAL PRIMARY LEVEL</td></tr>
<tr><td>10</td><td>5</td></tr>
<tr><td>9</td><td>4</td></tr>
<tr><td>8</td><td>3</td></tr>
<tr><td>7</td><td>2</td></tr>
<tr><td>6</td><td>1</td></tr>
<tr><td>5</td><td></td><td colspan="7">KINDERGARTEN</td></tr>
</table>

Mr. Saleh Al-Baker
Director General, Assima Model School, Riyadh

Mr. Abdulaziz Taher
Supervisor of English
Ministry of Education, Eastern Zone Office

Mr. Mustafa Taysseer
Educational Technical Center
King Abdulaziz University

H.E. Dr. Abdulla Al-Turki
Vice Rector
Islamic University of Imam
Muhammad Ibn Sa'ud, Riyadh

Mr. Faisal Zedan
Director of Admissions and Assistant Registrar
King Abdulaziz University, Jeddah

H.E. Dr. Mohammad Omar Zubair
Vice Rector and Acting Rector
King Abdulaziz University, Jeddah

Finally, a special note of thanks is extended to Mr. Abdulaziz Mangour, Cultural Attache, and Mr. Ghazi Abdul-Jawad, Assistant Cultural Attache, Saudi Arabian Educational Mission, Houston, Texas, who served as our liaison prior to departure. They assisted us by obtaining copies of dissertations and publications on Saudi Arabia, and were consulted upon our return to assist in clarifying our sometimes conflicting notes.

THE COUNTRY AND ITS PEOPLE

Location: The Kingdom of Saudi Arabia comprises a large portion of the Arabian peninsula in southwest Asia. It is bordered on the north by Jordan and Iraq; on the northeast by Kuwait; on the east by the Arabian/Persian gulf, Qatar and the Arab Emirates; on the south by the Sultanate of Oman and the People's Republic of South Yemen; on the southwest by Yemen; and on the west by the Red Sea and the Gulf of Aqaba. The southern and southeastern frontiers of Saudi Arabia are not precisely defined, whereas two neutral zones on the northeast border are administered jointly with Iraq and Kuwait.
Size: 865,000 square miles
Official Language: Arabic
Major Subdivisions: 5 provinces
Population: 7 million (official government figure)
Religions: The overwhelming majority of the population are Sunni Muslims. The dominant sect is Wahhabism, which is a puritanical Islamic reform movement. In addition to the orthodox Muslims, there is a small Shia minority of about 100,000, mostly in the Eastern (al-Hasa) province.

Ethnic Composition: The great majority of the Saudis (about 90%) are descendants of the Arabian tribes which occupied the peninsula in ancient times. However, more than two million non-Saudis are living in the country.

HISTORY OF EDUCATION

Formal education in the area now comprising Saudi Arabia, was for centuries conducted entirely according to Islamic tradition. Instruction was received in *kuttabs* (Islamic elementary schools) which were located in or near the Mosque. The local *iman* (religious leader) was the teacher and children memorized the *Koran* and were taught Islamic traditions and elementary reading and writing. Education beyond the elementary level in the earliest times, was available to only a small percentage of the male population.

Modern elementary schools were introduced in 1926, when King Abdul Aziz Ibn Saud united the former desert sheikdoms and warring tribes into the Kingdom of Saudi Arabia (so named in 1932). King Abdul Aziz saw education as having a high priority. However, given the nomadic character of the people, the Whahbbi Islamic movement with its puritanical thrust, as well as the forbidding geographic nature of the land, change came slowly.

There were still only 38,000 students enrolled at the elementary level, 1200 in secondary schools, and a few hundred receiving higher education abroad by 1952. Gradually, however, the oil industry expanded, providing the necessary monetary base upon which a public education system could be established. The Ministry of Education was established in 1953 and education at all levels was declared free and open to all.

However, women did not have access to public education beyond the elementary level until 1960. It was in that year that the Directorate General of Girls' Schools was established under the *Grand Mufti,* who was the leader of the *ulema* (body of Islamic scholars) and chief judge of the country. Girls' public education has expanded rapidly since 1960. The fact that there are often three times as many applicants as available positions, illustrates the need for even further expansion in this area. Even with the advent of the pre-fabricated school building, a labor shortage still makes it difficult to keep up with the immense demand for educational space.

The first use of television in Saudi Arabia was seen in 1960. Despite the age-old Islamic prohibition of presentation of the human or any living form, television is utilized in a widespread fashion for the dissemination of public information and the eradication of illiteracy. Over the objections of the religious conservatives, women announcers are being employed.

The Ministry of Education's first Five Year Plan (1970-

74) proposed an (1) increasing accessibility of education to all groups; (2) combating the high failure rate at all levels by improving the curricula and teacher preparation; (3) removing illiteracy over a 20 year period; and, (4) making full use of radio and television in the areas of education and information dissemination.

These objectives were to be realized at the primary level by (1) increasing the male student enrollment by 55% and the female enrollment by 95%; (2) absorbing no less than 90% of the total six year old age group (both girls and boys) into the primary schools; (3) increasing primary school construction by 11%; and, (4) developing the school nutrition program (free meals and health care for all students).

At the intermediate level, plans called for absorbing no less than 55% of the students successfully completing their primary education and extending the intermediate offerings to include vocational training.

The secondary level plans called for absorbing 50% of those who successfully completed their intermediate education, and "endeavoring to establish a correspondence between the number of graduates of secondary schools and that of the possible admission of the universities and institutes of higher learning."

Specific sections of the first Five Year Plan (1970-74) were also devoted to teacher training and technical education. Finally, particular attention was given to the insurance of quality education through lowering the student-teacher ratio and through improving audio-visual aids, curriculum development and teacher preparation.

The reliance on foreign nationals to fill manpower needs at all levels will decline as trained Saudis enter the labor force.*

Space does not permit an in-depth evaluation of the first Five Year Plan, but suffice it to say that many of the goals have been achieved ahead of schedule while others have been refined and are part of the second Five Year Plan (1975-79).

Thirty-seven major educational programs are to be implemented by the end of the second Five Year Plan.

These programs include the following: curricular changes at all levels; increased utilization of audio-visual aids in teaching Arabic and other languages; changes in the examination system (with emphasis on decentralization, quizzes, take—home exams, objective testing); teacher training and upgrading; educational administrator training programs; adoption of the credit hour/unit system; the establishment of over 500 English language laboratories; a pilot comprehensive secondary school; an evaluation of the lower vocational system; a study of non-enrolled (external) students; programs for slow learners and drop outs; the establishment of three experimental schools (one elementary, one intermediate, one secondary); and, an evaluation of the kindergarten system.

"Non-education" projects include not only the establishment of new and the expansion of existing museums in the Kingdom, but also the provision of all elementary school children with a hot noon meal (estimated cost is $70 million per year).

Adult education is extremely popular for its intrinsic value. However, an additional extrinsic incentive exists that pays 500 Saudi Riyals (about $165) to each person who completes high school.

Although change came slowly in Saudi Arabia, one can only marvel at the accomplishments of the Saudi government and its people in the last 20 years. As will be seen in the other sections of this report, the movement continues, not without keeping in mind, however, its unique position as the seat of Islam: "Members of the Islamic community do not separate the spiritual from the temporal; everything in society is believed to partake of the religious essence, and all elements of society are part of the collectivity of Islam."*

OVERVIEW OF PRIMARY, INTERMEDIATE, SECONDARY, AND TECHNICAL EDUCATION

Education in Saudi Arabia is available to all who wish to attend, but is not compulsory at any level. It consists of six years of primary education, three years of intermediate education, and three years of secondary education. Education for males and females is completely separate in its administration, facilities, and instruction. However, the curriculum and textbooks, prescribed by the central authorities at all levels for both sexes, are uniform throughout the Kingdom. Textbooks and other school materials are also provided to students free of charge. Students at certain levels also receive monthly stipends to encourage them to persue an education.

The Ministry of Education supervises education for males, while the General Presidency for Women's Education, previously known as the Directorate of Girls' Education, administers education for females. Inspectors in each district maintain the quality of instruction and administration via personal visits to the schools.

During the academic year 1974-75, it was estimated that 73% of all school age males were attending primary through secondary level (academic stream) schools. For that year it was further estimated that 80% of the total population of boys aged six and seven were enrolled in primary school. In planning new facilities the major focus has been on enrolling children at the ages of six and seven.

*Especially critical is the shortage of qualified Saudi teachers—only one-half of the elementary and one-quarter of the intermediate and secondary teachers are Saudi national.

*Walpole, p. 106.

The following information is taken from an article entitled, "Saudi Arabia's Second Five-Year Plan: Highlights of the Plan" published in the Saudi Economic Survey, September 17, 1975.

> The impressive development of education in the Kingdom during the first plan period can be measured mainly in quantitative terms as expansion of the school system reduced the backlog of demands for education. The stage is now set to achieve universal elementary education for boys and for as many girls as can be reached through the girls school system. The enrollment of boys in general elementary schools is forecast at 677,500 in 1400 (1980), compared with 401,300 at the end of the first plan. The enrollment of girls will be 353,400 compared with 214,000.
>
> A program of continued expansion at the post-elementary level will assure opportunities for all students to continue their education through the secondary level. Planned enrollments in general post-elementary will increase from 99,300 at the first plan to 179,200 in 1400 (1980) for boys and from 46,200 to 100,700 for girls. Planned developments for general higher education will cover all qualified secondary-school graduates. At this level, the number of students enrolled is forecast at 31,900 in 1400 (1980), compared with 11,900 at the beginning of the plan.

The educational system from primary through secondary school is highly elitist. During the academic year 1974-75, enrollment at the primary level in all schools, public and private and for both boys and girls, represented 78% of the total school enrollment of grades one through twelve. The enrollment at the intermediate level represented 20% of the total for both boys and girls whereas the enrollment at the secondary level represented 2% of the total. The graphic illustrations below show this data. The data for "males only" versus "females only," for public schools, is also shown.

In the sections that follow, education for males and females at the primary, intermediate and secondary school levels will be discussed separately.

Primary Education for Boys

The six year primary cycle is offered for boys aged six through twelve. During the academic year 1974-75, 411,174 boys were enrolled at the primary level, in public and private schools. A majority of the children receive no education beyond the primary level because of a competitive examination system and limited educational facilities. A massive building program which opened 400 new schools in the school year 1975-76.

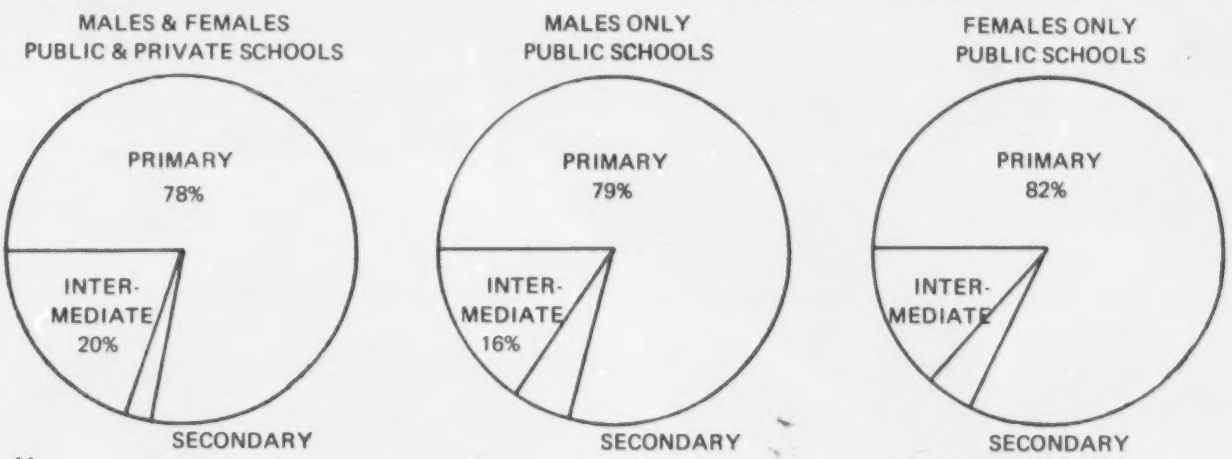
The curriculum consists of the following: Arabic language, Islamic studies, history, geography, science, mathematics, art, and physical education. In the model schools. English is introduced either at the first or the fourth year depending on the school. However, in the majority of the schools, there is no English instruction at the primary level.

Students in grades one and two meet 32 periods per week, for 45 minutes per peiod. Students in grades three through six meet 35 class periods per week. The 5 day school week observes Thursday and Friday as the days of rest and prayer.

There are final examinations during the last three weeks of each academic year, even in the earliest grades. The student must pass these tests in all subjects before promotion to the next grade can be achieved. If a student fails a subject, a "re-test" of the entire examination is permitted at the end of the summer vacation. If at that time the student fails a subject again, the entire year must be repeated. A "pass" in the final examination at the end of the sixth year, normally at the age of twelve or thirteen, completes the requirements for the *General Elementary School Certificate*. During the academic year 1974-75, approximately 85% of those students taking the sixth year examination passed and therefore were eligible to continue to the Intermediate phase.

Intermediate Education for Boys

Consideration for admission to the three year in-



termediate phase is limited to students who possess the *General Elementary School Certificate*, and who are the better qualified students as determined by the examination scores at the end of the sixth year of the primary cycle. During the academic year 1974-75, 80,717 boys were enrolled in public intermediate schools. Enrollment in both public and private intermediate schools represents 18% of the total school enrollment for boys in grades one through twelve. The intermediate cycle prepares students to continue for general secondary education, teacher training, and technical education.

The curriculum consists of the following subjects: Arabic language, Islamic studies, English language, mathematics, history and geography, general science, industrial arts, and physical education. There are 36 class periods per week, each 45 minutes in length. The school year, 38 weeks long, offers final examinations at the end of each year.Those who pass the examination at the end of the ninth year are awarded the *Intermediate School Certificate*.

Secondary Education for Boys

Students who wish to continue their education have the option of entering a teacher-training institute, (discussed later), a general secondary school, or an institute in the area of technical education.

The most academically-qualified students go to the general secondary school.Since the Intermediate School Examinations are so selective, 5% of all male students in the Kingdom were enrolled in secondary schools in the academic year 1974-75. Teaching in these schools is by the lecture/recitation method and competition among secondary students is very keen.

In the first year of secondary school all students have a common curriculum. It consists of Arabic, Islamic studies, English, geography and history, mathematics (algebra and geometry) and physical education.

At the end of the first year of the secondary school, students are divided into the scientific and literary streams. A student scoring 60% on all first-year subjects may choose either the scientific or the literary stream. However, students scoring less than 60% have only the literary stream as an option.

Students in the second and third years of the literary stream study the following subjects: Arabic, Islamic studies, English, geography and history, sociology and psychology. Those in the scientific stream study Arabic, Islamic studies, English, algebra, statistics, plane and solid geometry, analytical geometry, physics, chemistry, and biology.

The end of the third year presents students with the opportunity to sit for the national secondary examination, the results of which count 70% toward the *General Secondary Certificate*. The other 30% is determined by classroom performance.

All examinations are comprised of substantive discussion questions. Saudi students are not accustomed to objective tests such as those used in the American educational system. Therefore, low scores earned in such examinations by Saudi students may not indicate lack of academic ability but rather may reflect lack of experience with them. Finally, it should be remembered that Saudi secondary students, male and female are an academically elite group.

However, according to the most recent Bi-Annual Report of the Ministry of Education at the end of the *Tawjhiyyah* (12th year) examination, 89.7 % of students of the literary stream passed and 77.5% of those in the scientific stream passed.

GRADES OF THOSE WHO PASSED* (at 50 percent or higher)

5% received "Excellent"	90-100%
35% received "Very Good"	80-89%
40% received "Good"	70-79%
20% received "Pass"	50-69%

Education for Girls

There was no public education for girls in the Kingdom prior to 1960. Only private schools and tutors were available for the daughters of the wealthy. Many Saudis opposed King Faisal's plans for female education, fearing that it would disrupt the traditional Saudi way of life. Female education has become an enormous success, viewed now as a vital government service.

Education for females is organized on the same "6-3-3" basis as education for boys. Although the curriculum is similar, schools are strictly segregated by sex. All female schools are surrounded by high walls to prevent males from entering. Free school bus transportation is also provided for females, who wear traditional veils to and from school once they come of age.

In the elementary schools, subjects and length of study are the same as for boys, as is the case at the intermediate level. At the secondary level on the other hand, females do not have physical education, but do have home economics, including needlework and child care. Females also have the same yearly examinations allowing them the same opportunity to earn the elementary, intermediate, and secondary certificates.

In the 1974-75 school year, 223,304 girls were enrolled in public primary schools, 38,514 at the intermediate level, and 10,206 at the secondary level. This "pyramid effect" is caused by several reasons: the restrictive examination system, which requires that the student qualify by examination to enter the next level; the traditional early age of marriage, (14 years of age, married females are allowed to continue but many choose to drop out of school); and, the fact that professional employment for women in Saudi Arabia is largely limited to teaching in a female school or college, or to entering the medical profession.

*Information on total number or relative percentage of population who failed, unavailable.

EXAMPLE OF ACTUAL GENERAL SECONDARY EDUCATION CERTIFICATE EXAMINATION (LITERARY SECTION)

Kingdom of Saudi Arabia
MINISTRY OF EDUCATION
Directorate General of Examinations
GENERAL SECONDARY EDUCATION CERTIFICATE EXAMINATION
LITERARY SECTION
1393/1394 A.H. - 1973/1974 A.D.

1. Student's Name:
2. Name of the Secondary School: AL KHOBAR SECONDARY SCHOOL
3. Nationality: SAUDI
4. Date & Place of Birth: 12/2/1376H. (1956) - AL JEBAIL
5. Date of Success in Intermediate Education Certificate Examination: 1390 /1391 A.H. Corresponding to 1970 /1971 A.D.

Subjects	Max.	Min.	Marks Obtained	Remarks
Religion	100	50	85½	
Arabic Language				
- Composition	100	50	66½	
- Reading	100	50	89½	
- Literature & Texts	100	50	67½	
- Criticism & Rhetoric	100	50	83½	
- Grammar	100	50	57	
Social Studies				
- History	100	50	78½	
- Geography	100	50	70	
- Psychology	100	50	79½	
- Sociology	100	50	67½	
English Language	100	50	69½	
Total	1100	550		HE PASSED THE EXAMINATION IN FIRST SESSION GRADE: GOOD
Physical Education	100	—	[illegible]	
Conduct	15	—	15	
Attendance	15	—	15	
Grand Total	1230	550	940½	

OCT 6 1975

وزارة الداخلية
ادارة التنظيم والبرامج
وحدة المترجمات

Entered by: (Signed) Dictated by: (Signed)
Revised by: (Signed) Head of Control Committee: (Signed)

N.B. The Translation Dept. is responsible only for the translation.

Director of Statistics, Research & Educational Documents Unit

Ibrahim A. Natto

Director of Examinations

Deputy Minister of Education for Educational & Administrative Affairs.

Private Education

Private education, pre-primary through secondary, operates under the direct supervision of the Private School Education Department of the Ministry of Education for males, and the General Presidency for Women's Education for females. The majority of kindergartens in the Kingdom are private. Monetary and other assistance is provided to the private schools by the public sector. The curriculum must conform to the prescribed curriculum offered in the public schools. However, additional subjects may also be offered.

There are several international schools, some following the American curriculum. Only non-Islamic students may attend due to the fact that no instruction in Islamic studies is offered. Coeducation exists at the American schools in Riyadh, Dhahran, and Jeddah.

Special Education

Special education is concerned with the welfare of school-aged handicapped citizens who are deaf, blind, or mentally retarded. There are separate institutions for males and females which provide educational services at the elementary through secondary levels, along with rehabilitation and social welfare services. In the academic year 1974-75 there were 243 females and 1541 males enrolled in special education schools.

Adult Education

Literacy programs for adults are conducted for both men and women under the supervision of the Ministry of Education. Classes are separate by sex with classes for females held in the afternoon while classes for males are held in the evening. During the academic year 1974-75, 24,622 females and 75,051 males were enrolled in adult education programs. It is possible for the adult to earn primary, intermediate, and secondary certificates through full use of this alternative system. Students who complete the primary certificate are awarded 500 Riyals ($165). Regular public school facilities are used for these classes and adult education instructors are paid extra salary for their work.

Technical Education

The objective of education in the vocational training center is to produce a worker who knows how to "work with his hands." In the Fall of 1975 there were nine vocational training centers located in Riyadh, Jeddah, Dammam, Al-Jawf, Abha, Qasiar, Medina, Hail, and Ahsa. They are under the supervision of the Ministry of Labor. The centers have a campus and include numerous large shop facilities stocked with modern equipment.

Fifteen programs of eighteen months each are offered. New programs are announced every three months. The programs include welding, plumbing, electricians installation option, electricians—repair option, metal fabrication, carpentry, automotive mechanics, refrigeration, general mechanics, electronics, radio and television, printing, hair dressing, tailoring, and construction. Upon completion of the eighteen month program, comprised of 25% theoretical instruction and 75% practical instruction, the students engage in at least six months of evaluative on-the-job practical training before the *Vocational Training Center Certificate* is awarded. Graduates are absorbed quickly into the labor market and are highly paid.

In order to be admitted to a Vocational Training Center the student must: 1) be between 18 and 30 years of age; 2) be a Saudi citizen; 3) have completed a minimum of five to six years of primary school; 4) pass a written examination; 5) have a personal interview; and, 6) submit a medical form. Upon completion of the eighteen-month training period, a few excellent students are selected to attend the Training Center for Supervisors. Upon completion, they can be sent to the United States, Great Britain or Germany for further training, and subsequently return to Saudi Arabia as first-class instructors. The United States has a contract pending with the Vocational Training Centers to assist in an advisory capacity. The contract includes the installation of closed-circuit televisions as an instructional tool.

• *Industrial Training Institutes*

Industrial Training Institutes at the secondary level provide preparation of technicians for various mechanical and electrical vocations. Institutes are located at Hofuf, Medina, Riyadh, and Jeddah, with four new centers opened at Abha, Taif, Onaza, and Dammam, in the Fall of 1975.

The instruction at the institutes is 34% theoretical, including math, physics, chemistry, Arabic and English; 66% of the instruction is practical. There are three areas of specialization: the Mechanics Department, including metal mechanics and machine tool mechanics; the Automotive Department, including automotive mechanics and automotive electricity; the Electricity Department, including electrical installations and electromechanics.

After the first two years in a secondary Industrial Training Institute a few of the better students are selected to continue for two extra years of preparation during which 66% of the instruction is theoretical and 34% is practical. The final two years of the cycle is known as the Technical Institute.

Upon completion of the three year cycle, nearly 90% of the graduates are employed by the Ministry of Defense.

Students who complete the four year cycle and graduate from a Technical Institute are eligible to continue on to a Higher Technical Teacher Training Institute or they may be considered for admission to colleges of applied engineering such as the University of Petroleum and Minerals.

• *Commerce Institutes*

The objective of education at the three year secondary Commerce Institutes is to prepare students to fill the financial, commercial, and clerical manpower needs of various government ministries, other organizations and companies, and banks. In the academic year 1974-75 there were eight Commerce Institutes, including five day commerce secondary schools at Jeddah, Riyadh, and Dammam. The program offered includes the general subjects of Arabic, English, and Economic Geography. The technical commercial subjects include Accounting and Bookkeeping, Business and Secretarial Studies, Financial and Commercial Mathematicss, Correspondence in English, Economics, plus Arabic and English Typewriting. The instruction is 83% theoretical and 17% practical. There is the possibility for graduates of these Institutes to continue to Higher Education. During the academic year 1974-75 the enrollment was 1,170 students. The Commerce Institutes are under the supervision of the Ministry of Education. There is also a Higher Institute for Financial and Commercial Sciences which was set up in Riyadh in the 1975-76 academic year.

• *Agricultural Institutes*

*Three Agricultural Is*titutes at the three-year secondary level are planned at Abha, Jayzan and Hofuf. Bids have been invited for the establishment of a technical agricultural institute in Buraydah.

Agricultural programs are still in the planning stage. However, the first program is to open in the Fall of 1976 at Hofuf.

ENROLLMENT DATA
PUBLIC GOVERNMENT SCHOOLS 1974-75 SCHOOL YEAR[1]

Type of Education	*Male*	*Female*	*Total*
Kindergarten	1,102[2]	—	1,102
Primary	391,405[3]	223,304	614,709
Intermediate	80,717	38,514	119,231
Secondary	22,606	10,206	32,806
Industrial Training Institutes	2,133	—	2,133
(Higher) Technical Institutes	105	—	105
Commerce Institutes	1,170	—	1,170
Agricultural Institutes	Planned to open Fall, 1976		
Special Education for the Blind, Deaf, and Mentally Retarded	1,541	243	1,784
Adult Education	75,051	24,622	99,673
Teacher Training at Secondary Level for Primary Teachers	—	—	10,654
Other Programs and Institutes in the area of Teacher Training			
a. Elementary Teachers	—	—	8,629
b. Post-Secondary Level for Elementary Teachers	—	—	504
c. Upgrading Institutes	—	—	1,032
d. Physical Education for Primary Level Teachers	—	—	228
e. Art Education for Primary Level Teachers	—	—	261

[1]Enrollment Data provided by Dr. Ibrahim Natto

[2]Since the establishment of public kindergartents has just begun, there are 7,962 children still enrolled in private kindergartens.

[3]Private school enrollment for boys at the primary level is 19,769.

TEACHER EDUCATION FOR MEN

Elementary Teacher Training

The *Elementary Islamic Institutes* provide the main source of elementary teachers in the Kingdom. These institutes are secondary-level schools which are open to those who possess the *Intermediate School Certificate*. The program is three years in length and upon completion, graduates are eligible to teach in the six grades of the elementary school. These institutes were established in 1953 with an initial enrollment of 71. However, in 1975-76, there were 18 institutes accomodating nearly 9,000 students. The curriculum for the Elementary Islamic Institutes is outlined below:

	Class Hours per Week		
COURSE	*1st year*	*2nd year*	*3rd year*
Islamic Studies	4	3	3
	(plus one hour methodology)		
Arabic	7	6	6
	(plus one hour methodology)		
History and Geography	4	3	3
	(plus one hour methodology)		
Mathematics	4	4	4
	(plus one hour methodology)		
Science (Physics, Chemistry and Biology)	6	4	4
	(plus one hour methodology)		
English	3	1	1
Educational Psychology	4	3	3
	(plus one hour methodology)		
Arts and Teaching Aids	2	2	2
	(plus one hour methodology)		
Physical Education	2	1	1
	(plus one hour methodology)		
TOTAL	36	36	36

NOTES:

1. Second and third year students spend one day per week during a six week period in elementary schools observing student teaching in lieu of the time that they would normally spend in a method of teaching course. In addition, third year students have four weeks of full-time student teaching, normally at the end of the school year.
2. Prior to 1975, students spent 38 hours per week rather than the current 36. The two hour difference reflects a readjustment in the methods areas and an increased amount of time devoted to the Arab language area.

Another method of preparing elementary teachers is through *Pre-Service Training Programs*. There are two institutes located in Mecca and in Riyadh. Students must possess the *General Secondary Certificate* in order to be eligible for entrance. The program is one year in length and is divided into three trimesters. The morning sessions are used to observe teachers and their classes. The afternoons are devoted to taking classes in the area of academic specialization. Courses in methods of teaching are taken during the first trimester, audio-visual aids are emphasized during the second trimester, and the third trimester is devoted to courses in the use of tests and measurements for evaluation. Graduates of these programs are permitted to teach at the primary school level. During the 1975-76 year, there were 400 students enrolled in pre-service training programs in Riyadh and Mecca.

On the other hand, *In-Service Training Programs* are utilized to raise the professional standards of elementary teachers who have not completed the intermediate level. These programs involve two years of part-time school attendance while teaching. At the present time, there are two centers offering in-service training programs in Riyadh and in Taif. Each center enrolled approximately 500 students during the 1975-76 year. It is anticipated that the In-Service Training Programs will be phased out in five to six years. The reason being that most teachers will have enrolled in one of the Pre-Service Training Programs, designed to train the teacher in pedagogy.

A new program is being implemented to enable graduates of the three-year Elementary Islamic Institute to obtain a bachelor degree in education by taking courses in the colleges of education at the University of Riyadh and King Abdulaziz University. Participants in this program will have teaching responsibilities reduced to half-time in order to pursue courses at the university. It is the desire of the Ministry of Education that these students complete approximately 74 semester hours of credit and receive an Associate of Arts degree. Students will be encouraged to continue for the Bachelor of Arts degree since it is also an objective of the Ministry of Education that all teachers attain this significant level of academic achievement.

The development of the junior college is proposed in the country's second five-year plan. The plan calls for five junior colleges to be built. The first one is to be established in the capital city of Riyadh. The junior colleges will offer the Associate of Arts degree. The junior college programs will replace the pre-service programs currently at Riyadh and Mecca for students who have completed the *General Secondary Certificate*.

Intermediate and Secondary School Teacher Training

The traditional method of preparation for intermediate and secondary teachers has been in the Colleges of Education at King Abdulaziz University and the University of Riyadh. These students receive a Bachelor of Arts degree in education. Bachelor of Arts degree graduates from disciplines other than education are also a source of the intermediate and secondary school teachers. All bachelor degree holders are required to begin their teaching careers at the intermediate level. After they gain some experience, they are permitted to transfer to a secondary level institution.

Because the Colleges of Education cannot meet the need for the vast number of teachers of English, science, and

mathematics, the colleges have established "Crash" Programs for these specialized areas, all three years in length. Students in the English program spend their first year taking an intensive English language course in Saudi Arabia. Students are then sent to either United States or United Kingdom colleges of education for the final two years where they will pursue courses in pedagogy. In the mathematics and science programs, all three years are spent in Saudi Arabia. The students follow specialized courses in their area during the first two years, while the third year involves half-time teaching and half-time course work in methodology. At the present time, there is only one center located in the capital of Riyadh. However, it is anticipated that an additional center will be built during the 1976-77 academic year.

In Service Training Programs for Intermediate Teachers involve cooperative programs between the Ministry of Education an the College of Education at King Abdulaziz University and the University of Riyadh. These programs are for a graduate of a Bachelor of Arts program that contains no education courses. These individuals, permitted to take a sabbatical leave for one year, are sent to either the United States or the United Kingdom to persue courses in pedagogy. It is hoped that many of them will be accepted into Master of Arts programs. However, the objective at this point is to acquire the appropriate methodology courses.

Secondary Level In-Service Training Programs are offered in the form of shortened specialized seminars. There are occasions when teachers may be sent to other countries for a period of several months to learn a specialized area such as the teaching of modern mathematics.

Art Education and Physical Education Teacher Training

There is currently one institute for the preparation of physical education teachers and one for the preparation of art education teachers. The programs are three years in length. Students must hold the *General Secondary Certificate* to be considered for admission. Graduates of these programs are permitted to teach at all levels of primary, intermediate and secondary education. The two institutes graduate nearly fifty students each year.

TEACHER EDUCATION FOR WOMEN

Education for girls and women at all levels is under the jurisdiction of the General Presidency for Women's Education.

Elementary Teacher Training

As of 1969, elementary teachers were trained in an Intermediate Teacher Training Institute. This two year (later three year) training, followed six years of elementary education. The last year girls were able to receive the *Intermediate School Certificate* from an Intermediate Teacher Training Institute was 1974-75. Teachers now must attempt to earn the *Secondary School Certificate* since the Intermediate Teacher Training Institutes had been upgraded in 1975-76 to Secondary Teaching Training Institutes. Teachers previously receiving the *Intermediate School Certificate* from an Intermediate Teacher Training Institute were encouraged to return to the previous institute to study toward the *Secondary School Certificate*.

Secondary Teacher Training Institutes for Women offer the same curriculum described under Teacher Education for Men, with the exception that home economics and art are substituted for physical education.

Students admitted to the Secondary Teachers Training Institute must have an average of 70% to 80% or higher on the *Intermediate School Certificate*. Graduates of the Secondary Teacher Training Institute may be considered for admission to the Girls' College of Education (also known as the Women's Teacher Training College) in Riyadh for secondary teacher training. Alternatively, they may teach in the first three grades of an elementary school in the morning and attend classes in the afternoon at the College of Education at the University of Riyadh, as an external student. Completion of this program enables the student to teach upper elementary and intermediate level classes. This option is open only to Saudi nationals. Students are given an incentive payment of approximately 300 Riyals ($100) per month by the Saudi government.

Although most students admitted to the Secondary Teacher Training Institutes are only 16 years old, there exists no age limit. Classes are 40 minutes per period with the academic year from October to June, with a ten day vacation for *Ramadam* (the month of fasting) and a fifteen day vacation for the *Haj* (pilgrimage).

Training of Intermediate and Secondary Teachers (Women)

The Girls' College of Education (Women's Teacher Training College), established in 1970 in Riyadh, trains teachers to teach at both the intermediate and secondary school levels. The first class graduated 68 teachers in 1974 and 86 additional teachers in 1975. The program is four years in length, 55 minutes per class, culminating with the Bachelor of Arts degree in education. Students join the arts or science section. The first year offers a general curriculum while students begin specialized classes in the second year. The following combinations of majors and minors are available:

Majors	*Minors*
1. Islamic Studies	Arabic language
2. Arabic language	Islamic Studies
3. English language	Islamic Studies
4. Education and psychology	History
5. Geography	History
6. Chemistry	Biology
7. Physics	Mathematics
8. Home Economics.	

The criterion for admission of students is the *General Certificate of Education* or its equivalent with an average

of 60% required for admission to the Science section, but a 50% average required for admission to the Arts section. Applicants are required to be interviewed personally by the Dean of the College.

Students who return to study as post-graduates and to understudy and assist the professors are known as "demonstrators." A monthly allowance of 400 Riyals ($133) for science students and 350 Riyals ($116) for arts students, is granted all Saudi students. The additional 50 Riyals ($17) for science students is to enable them to buy the science text books, currently in short supply, and therefore in high demand. Boarders are given 175 Riyals ($60) in addition to their food and accomodation allotments, thus allowing them to return home for vacation.

Due to the success of the Girls' College of Education in Riyadh, women are now able to attend King Abdulaziz University in Jeddah and the College of Education in Mecca. It has been proposed that a girls' college also be founded in the Eastern province.

HIGHER EDUCATION

The educational renaissance began in 1954 when the Directorate of Education became the Ministry of Education. Emir Fahd Ibn Abdul Al-Aziz Al Saud became the first Minister of Education. The size of the country, its geography, the nomadic nature of the people, the limited financial capability of the Kingdom at that time, the small number of schools in existence, and the lack of qualified teachers, were among the challenges facing the new Ministry of Education in a land where illiteracy had prevailed for centuries.

Prior to the establishment of the Ministry of Education, the *College of Islamic Law (Shari'a* College) was established in Mecca in 1949, while in 1950, a similar college was founded in Riyadh. By 1955 the *College of Arabic Language* opened in Riyadh. These institutions were designed for the following purposes: to produce qualified teachers for religious subjects, Arabic language, and history, all at the intermediate and secondary levels; to develop a research center in these subjects; and ultimately, to create a postgraduate center offering opportunities leading to higher degrees. These objectives have been realized (see Islamic University of Imam Muhammad Ibn Sa'ud).

The *University of Riyadh* in 1957, then known as King Sa'ud University, instituted the Faculty of Arts comprised of nine instructors and 21 students. The following year the Faculty of Science was founded, followed by Pharmacy, Commerce, Agriculture, Engineering, Education, Medicine, and more recenlty Veterinary Science. Colleges of Dentistry, Nursing and Public Health will open in the near future. The University of Riyadh was the first institution, beyond the secondary school level, patterned after the Western educational model. From the outset, the University was strongly influenced by Egyptian educators who were called upon to assist in the development of the institution, seen by the King as a high priority item. In turn, the Egyptians, strongly influenced by the French and British educational systems, brought the University their ideas. Today, Riyadh is the largest university in the Kingdom with a faculty of 400 and an enrollment of over 8500 full time external and women students. The university community is well aware of its important role and is determined to offer quality education. Most of the students are Saudis, while the staff is international in character, composed of Saudis, other Arabic nationals, Pakistanis, Britains, and Americans, more than half of whom have earned doctorates from Western universities. The College of Engineering and School of Medicine are considered to be the most progressive.

In 1958 an agreement was reached whereby the member countries of the League of Arab States* promised to follow a common system of education for all levels. Many member countries were partial to the Egyptian system. Yet in recent years, there has been a movement toward the U.S. system for non-religious subjects, e.g., the College of Education at the University of Riyadh adopted the American credit-hour system and began offering courses on a semester basis as of the Fall of 1974. The Colleges of Arts, Engineering and Sciences converted also in 1975. This is directly attributable to the large number of Saudis who received their Ph.D. in the United States and who have assumed positions of leadership in areas of government, oftentimes at the Ministry level.

Saudi higher educational institutions are of two types—traditional Islamic colleges and Western-oriented colleges. The curricula of most of the latter institutions are being modified to meet the needs of administrators, teachers, and technicians capable of coping with the problems confronting the country. Admission to all of these institutions requires completion of secondary school (See section on "Secondary Education"). The percentage required in the certificate examination in order to be considered for admission varies from faculty to faculty. However, some faculties give entrance examinations, as well.

The *Islamic University* was established in Medina in 1961, "to endeavor to fulfill a hope of all Muslims—to have a specialized university in the first capital of Islam." The University offers training to promote the Islamic faith on a wide scale. It operated initially under the auspices of the *Grand Mufti* and now (October 1975) falls under the direction of the new Ministry of Higher Education. The Islamic University is located on the west bank of Wadi al-Agun, one of the ancient locations of Medina, and is modeled after Al-Azhar University in Cairo. Students from all Islamic countries are encouraged to attend. In ad-

*Organized in 1945, The League of Arab States intiially, included Egypt, Iraq, Saudi Arabia, Syria, Lebanon, Jordan and Yemen. By 1974 Algeria, Bahrain, Kuwait, Libya, Morroco, Oman, Qatar, South Yemen, Sudan, Tunisia and the United Arab Emirates had become members.

dition, attractive scholarships are offered by the Saudi government.

The *College of Education in Mecca* was opened in 1962 as the secular division of the College of Islamic Law (*Shari'a* College). By 1964, it was relocated and in 1971 was incorporated into King Abdulaziz University in Jeddah. Today, the College of Education in Mecca has departments of English, geography, mathematics, physics, education, psychology, chemistry, history and biology.

The *Institute of Public Administration* was established in Riyadh in 1962. It began by offering in-service/general training programs for both middle management and clerical personnel. Pre-service training programs for future government employees were added in 1971. The institute also offers a series of executive development seminars for upper level management employees as well as a two-year legal studies program for *Shari'a* graduates.

Founded in 1963 with less than 100 students, the *College of Petroleum and Minerals* at Dhahran in the Eastern Province has today reached a level of development setting it apart from the other higher educational institutions. In 1975 it became known as the *University of Petroleum and Minerals*. An autonomous institution under the Ministry of Petroleum and Minerals. Instruction was initially offered in science, engineering and applied engineering. The College of Industrial Management along with graduate programs were in operation by 1975. Future plans state that no more than 50% of the professorship can be Saudi, while the rest must be foreign nationals, half appointed on a permanent basis, the remainder on short-term contracts.

With an impressive physical plant and well-equipped laboratories, the University of Petroleum and Minerals is, the most modern of Saudi Arabian educational institutions at this time..* The University of Petroleum and Minerals Data Processing Center is the most sophisticated in the Middle East. However, compared to both King Abdulaziz University and the University of Riyadh, the atmosphere at U.P.M. is distinctly informal and relaxed. Unlike the other universities, U.P.M. employs women. Faculty wives supervise the catering staff, work in the library, and serve in other administrative offices.

King Abdulaziz University, was founded in September 1967 in Jeddah as a private institution. It became a public institution in 1971. A group of wealthy businessmen, recognizing the need to provide educated manpower to oversee the local economy, established a university offering instruction in the arts, science, commerce and administration.

In 1971 the College of Islamic Law *(Shari'a)* and the College of Education, both in Mecca, were incorporated into the University. By 1972 the following colleges were in operation in Jeddah: the College of Economics and Business Administration, the College of Arts and Humanities, the College of Science, as well as an Orientation Preliminary Year for pre-university (since discontinued). In 1975, the College of Engineering and the College of Medicine were added.

Educational opportunities for women developed far more at King Abdulaziz than at the University of Riyadh. There were more women tutors as well as a new library on campus to be utilized by women. Presently, there is no indication that Saudi Arabia's segregated educational policy is likely to change, but this does not mean that women are destined to be secondary in the Kingdom's educational philosophy. The university's plans call for the construction of two contiguous campuses of almost identical design for men and for women.

The Islamic University of Imam Muhammad Ibn Sa'ud in Riyadh was founded in the Fall of 1974. It is composed of the College of Islamic Law *(Shari'a)* (founded in 1953), the College of Arabic Language and Social Sciences (founded in 1954), and the Higher Judicial Institute (founded in 1965).

The latter is a post graduate institute for the training of judges *(Quadis)* along with specialists in Islamic jurisprudence. Courses are traditionally oriented toward and emphasize classical Arabic *Shari'a* and Islamic theology.

In the Fall of 1975 in Dammam, *King Faisal University* opened with an enrollment of 120 students (Architecture, 60; Veterinary Medicine, 13; Agriculture, 47). 40 Saudi students currently enrolled in premedical programs in the United States as well as other Saudi students studying engineering, mathematics and science in Saudi Arabia, will be offered admission by the new College of Medicine during the next three to four years. However, the specific long-range admission requirements have yet to be established.

Plans also call for two main campuses: one in *Dammam*, which will house the College of Architecture and College of Medicine and one in *Hofuf*, where the Colleges of Agriculture, Veterinary Medicine and Administration will be located. A new College of Management Science is proposed for the Damman campus (see section on King Faisal University).

Instruction will be in English in all colleges of King Faisal University.

SUMMARY OF UNIVERSITY DEPARTMENTS/DEGREES

ISLAMIC UNIVERSITY

Location: Medina
Founded: 1961
Enrollment: 1974-75—1735 students
Admission Requirements: Graduation from a religious

*Ground has been broken for a new Unviersity of Riyadh campus which will include housing for faculty and students as well as a four million volume library.

secondary school (Diploma of Science) or equivalent.
Degree Awarded: Bachelor of Arts in 4 years
Colleges:

1. *The College of Arabic Language and Literature*
2. *The College of Islamic Law (Shari'a)*
3. *The College of Principles of Religion (Qur'an)*
4. *The College of the Propagation of Islam* (also translated as "invitation to Islam"); a missionary program, its curriculum includes studies in the *Qur'an*, Unity of God, *Hadith* (sayings of the Prophet), Islamic law, its principles, Arabic language, composition, semantics, Islamic history, the contemporary Islamic world, Islamic morals, comparative theology, and the teachings of the Prophet Mohamed.

The Islamic University in Medina offers training to a large extent to promote the Islamic faith. Three year preparatory programs at both the intermediate and secondary school levels are also offered. Modeled after Al-Azhar University in Cairo, the university is located on the west bank of Wadi al-Agun, one of the ancient locations of Medina, the first capital of Islam. The Saudi Arabian government offers attractive scholarships with students from all Muslim countries encouraged to attend. Intermediate and secondary school students receive benefits of roundtrip fare, monthly stipened, free room, transportation, medical care and textbooks. Two Dar al Hadith (House of Islamic Tradition) are located at Medina, Mecca, with the Islamiic Solidarity Institute in Magadishu Somalia serving as extensions of the Islamic University.

ISLAMIC UNIVERSITY OF IMAM MUHAMMAD IBN SA'UD

Location: Riyadh
Founded: 1974 by Royal decree, incorporating the College of Islamic Law *(Shari'a)*, the College of Arabic Language and Social Sciences, and the Higher Judicial Institute.
Enrollment: 1974-75—3040 students
Colleges:

1.*College of Islamic Law (Shari'a):*
Founded: 1953
Enrollment: 1974-75—1831 students
Admission Requirements (undergraduate): *General Secondary School Certificate*. The student and his family must sign an agreement that the student will teach as many years as the government has provided him his education, or reimburse the government for the expenses.
Admission Requirements (graduate): Graduation from the College of Islamic Law *(Shari'a)* or its equivalent.
Degrees awarded:
B.A. 4 years
M.A. 3 years, plus thesis
Ph.D. 2-4 years

Subjects studied during the four-year undergraduate program include: Exegesis of the *Qur'an*, *Hadith* (traditions of the Prophet), Islamic theology, jurisprudence, origins of jurisprudence, ordinances of jurisprudence, ordinances of religion, syntax, rhetoric, education, psychology, sociology, librarianship, Islamic culture, history and English. Students attend classes 24 hours per week.

The Department for the Propagation and Fundamentals of Religion was founded in 1974, and is to serve as the nucleus for an independent College for the Propagation and Fundamentals of Religion. The following graduate level departments are also proposed: Origins of Jurisprudence, Exegesis and *Hadith* (traditions of the Prophet), and Propagation and Guidance.

Examination Regulations: Regular students absent more than 25% of their classes without prior approval are not permitted to take final examinations and are considered to have failed that year.

Grading System:
90-100 Excellent
80-89 Very Good
65-79 Good
50-64 Pass

The final grade is determined for each subject in the following manner: 15% for class work-first half year; 15% for class work-second half year; 20% for mid-term examination; and, 50% for final examination.

The following figures are representative of the overall trend of grade distribution. Of 303 students graduated in 1973, only four received an average of "Excellent"; 46 passed with "Very Good"; 185 passed with "Good"; and 68 received "Pass." In the same year, 33 of 336 external students graduated—23 with an average of "Good" and 10 received "Pass."

Objectives:
To prepare qualified teachers for religious subjects, Arabic language, and history at the intermediate and secondary school levels.
To develop a center to train teachers in the above subjects using modern teaching methods.
To develop a research center in these subjects.
To raise the standard of Islamic culture.

2.College of Arabic Language and Social Sciences:
Founded: 1954
Enrollment: 1974-75—1092 students
Admission Requirements (undergraduate): *General Secondary School Certificate*
Admission Requirements (graduate): the Bachelor of Arts (B.A.) degree or its equivalent
Degrees Awarded:
B.A. 4 years
M.A. 3 years, plus thesis
Ph.D. 2-4 years

Departments:
Arabic Language and Literature (300 students)
Geography (216 students)
History (541 students)
Library Science (35 students)
Sociology and Psychology (Proposed)

3. *Higher Judicial Institute* (Postgraduate)
Founded: 1965
Enrollment: 1974-75—117 students
Admission Requirements: Graduation from any College of Islamic Law *(Shari'a)* in the Kingdom or any other qualification considered by the Council of the Institute as equivalent.
Degrees Awarded:
M.A. 3 years plus thesis
Ph.D. (offered beginning in 1975) 2-4 years
Purpose: to promote Islamic postgraduate studies, to train specialized judges *(Qadis)*, and to qualify specialists in Islamic jurisprudence and its origins in comparative jurisprudence. The institute graduated its first class in 1969. As of 1974, 84 students had received their Master of Arts degrees; sixteen of these graduates were pursuing the Ph.D. at Al-Azhar University in Cairo. As noted above, the Ph.D. degree is now being offered by the Higher Judicial Institute.

While the curricular emphasis is on Islamic Law, it should be noted that graduates of the Islamic University of Imam Muhammad Ibn Sa'ud also serve as teachers, university administrators, and "civil servants." This is further illustrated in the fact that 50% of the Islamic University of Imam Muhammad Sa'ud's graduates are employed by the Saudi government; this would include positions such as legal advisors, judges, as well as civil service positions at the highest level.

KING ABDULAZIZ UNIVERSITY

Locations: Jeddah and Mecca
Founded: 1967 as Abdulaziz College (private); became a public institution and adopted current name in 1971
Enrollment: 1975-76 2650 in Jeddah; 3500 in Mecca
Admission Requirements: General Secondary School Certificate (minimum for various Colleges): Medicine-75%; Engineering-75%; Sciences-65%; Economics-60%; and Arts and Humanities—50%.
Colleges:

1. *College of Islamic Law (Shari'a)*
Location: Mecca
Founded: 1949, affiliated with King Abdulaziz University in 1971
Enrollment: 1975-76: 1500 students
Degrees Awarded:
B.A. 4 years/136 hours
M.A. 3 years, B.A. plus thesis

Departments and programs: Arabic theology, economics, education, educational psychology, English, foreign languages, *Shari'a*, school administration, specialized teaching methods, sociology, and courses in comparative legal systems.

2. *College of Education*
Location: Mecca
Founded: 1950 as College of Teacher Training; renamed College of Education in 1962; affiliated with King Abdulaziz University in 1971
Enrollment: 1975-76: 2000 students
Degrees Awarded:
B.A. 4 years/130 hours
B.S. 4 years/130 hours
Special Diploma 18 hours beyond B.A. or B.S.
M.Ed. 36 hours beyond B.A. with thesis; 45 hours without thesis; two papers required in each course with latter option
Teaching Certificate (one year post-baccalaureate—see section on Teacher Training for details)
Administrative Certificate (one year post-baccalaureate—see section on Teacher Training for details)
Departments: biology, chemstiry, education, english, geography, history, mathematics, physics, and psychology

3. *College of Economics and Business Administration*
Location: Jeddah
Founed: 1967
Enrollment: 1975-76: 1405 students
Degree Awarded:
B.A. 4 years
Departments: accounting, business administration, economics, and public administration
The College of Economics and Business Administration at King Abdulaziz University offers the only public administration program in the Middle East. Students submitting course credit from the Institute of Public Administration in Riyadh (see section on Other Institutions) may receive transfer credit on a course-by-course basis at King Abdulaziz University.

4. *College of Arts and Humanities*
Location: Jeddah
Founded: 1969
Enrollment: 1975-76: 400 students
Degree Awarded:
B.A. 4 years
Departments: English, geography, history, library science and sociology
The Unviersity of Petroleum and Minerals (which normally admits only science graduates) will offer admission to ten arts graduates of King Abdulaziz University each year on an experimental basis.

5. *College of Science*
Location: Jeddah
Founded: 1972
Enrollment: 1975-76: 845 students
Degree Awarded:
B.S. 4 years
Departments: biology, chemistry, geology, mathematics, and physics

The *Institute of Oceanography* is incorporated within the Department of Geology. The College of Science also incorporates an independent *Institute of Meteorology*.

6. *College of Medicine*
Location: Jeddah
Founded: 1975
Enrollment: 1975-76: 90 (60 male; 30 female) students
Degree Awarded:
M.D. (Doctor of Medicine) 8 years

An agreement for supervision and technical advice has been arranged with Johns Hopkins University.

7. *College of Engineering*
Location: Jeddah
Founded: 1975
Enrollment: 1975-76: 200 students
Degree Awarded:
B.S. 4 years

Departments: chemical engineering, civil engineering, electrical engineering, industrial engineering, mechanical engineering, and mining engineering

The *Applied Geology Center/Graduate Institute of Applied Engineering* (Jeddah) was established by the university in collaboration with UNESCO. The Center has the scientific and technical capabilities required for exploration of minerals and for supervision of mines and mining operations. The Master of Science degree is awarded to students who successfully complete the three year program and write a thesis.

Women's section, King Abdulaziz University: Course offerings on-campus in the morning and evening duplicate those offered males. Closed circuit television is used in conjunction with a two way telephone system that brings instant communication between male instructors and female students during the televised lectures, whereas female tutors are also present in the classroom.

Women may enroll in any department of the College of Education in Mecca as well as in the following departments in Jeddah: business administration, english, geography, history, library science, medicine, and sociology.

For detailed information about womens' education, see the section on "Women's Education:"

Diploma Programs: Several diploma programs are offered. For example, the Diploma of Journalism may be obtained after four months of study. Applicants for this program are offered admission based upon practical experience. Such programs are not necessarily University level and may not merit transfer credit.

Orientation Program: The previously required non-credit one year orientation program was abolished in 1975.

External students: External students (those who study at home, then sit for examinations on campus) may earn an external degree in History, Sociology, Library Science, and Public Administration. 600 of 1400 external students enrolled in 1974-75 sat for the final examination.

Grading: At King Abdulaziz University, a student who receives a grade of "Excellent" is considered to be an "outstanding student."

1. "Excellent with highest honor" is awarded those whose grades are: 3.7/4.0 (3.70 or higher out of a possible 4.00)
2. "Excellent with second honor" is awarded those whose grades are: 3.5-3.69/4.0
3. An "average" student is one receiving a grade of "good," or 2.0/4.0.

Official Transcripts: Transcripts received from King Abdulaziz University should bear the seal of the Ministry of Foreign Affairs and the Ministry of Higher Education, or the Saudi Arabian Educational Mission in Houston, Texas.

Library: Library holdings, Jeddah campus:
50,000 books in Arabic
25,000 books in English
35,000 periodicals

KING FAISAL UNIVERSITY

Location: Dammam; proposed second campus in Hofuf
Founded: 1975
Enrollment: 1975-76: 120 students
Admission requirements: General Secondary School Certificate
Degree awarded: B.S. 5 years
Colleges:

1. *Architecture*
2. *Veterinary Medicine*
3. *Agriculture*
4. *Medicine* (proposed)
   Nursing
   Paramedical Training
5. *Management Science* (proposed)
   Financial Administration and Management
   Personnel Management
   Office Management
   Industrial Administration (in cooperation with School of Medicine)
   Hotel Management (in cooperation with School of Agriculture)
   Agricultural Management (in cooperation with School of Agriculture)

Students must enroll in a preparatory program for the first year. The fifteen hour per week program offers courses in basic English, communications and study skills, science,

introduction to college mathematics, Islamic culture and physical education. Three semester hours of credit will be awarded for this course.

UNIVERSITY OF PETROLEUM AND MINERALS

Location: Dhahran
Founded: 1963 as College of Petroleum and Minerals; instruction began in 1964; became University of Petroleum and Minerals in January 1975.
Enrollment: 1975-76: 1810 students (1750 undergraduates; 60 graduates)
Admission Requirements: General Secondary School Certificate, with preference to scientific stream graduates. Entrance examination also given. An admissions subcommittee visits the secondary school to make selection.
Degrees Awarded:
B.S. 5 years, plus summer traineeships
M.S. 2 years, plus thesis
M.B.A. 2 years, plus thesis
Language of Instruction: English
Colleges:

1. *College of Engineering Sciences*
   Departments:
   Chemical Engineering
   Civil Engineering
   Electrical Engineering
   Mechanical Engineering
   Petroleum Engineering
   Systems Engineering
2. *College of Applied Engineering*
   Departments:
   Applied Chemical Engineering
   Applied Civil Engineering
   Applied Electrical Engineering
   Applied Mechanical Engineering
3. *College of Sciences*
   Departments:
   Chemistry
   Geology
   Mathematics
   Physics
4. *College of Industrial Management* (Founded in the Fall of 1975)
   Departments:
   Accounting
   Business Economics
   Information Systems
   Operation Management
5. *Graduate School* (Founded in 1973)
   Departments:
   Business Administration
   Chemical Engineering
   Civil Engineering
   Electrical Engineering
   Mechanical Engineering
   Mathematics
6. *Applied Research Center (proposed)*

Orientation Preliminary Year: Most students enroll in the one-year preparatory program during which English, mathematics, physics and chemistry are taught. Students then proceed to take one of the programs described above.

Admission Categories: The University has three categories of admission to degree programs: 1) admission to the preparatory program as described above; 2) admission directly into freshman level degree programs (this allows students proficient in English, mathematics, and science to proceed directly into the University program. Eligibility is determined by an Admissions Committee and the decision may be based on standardized college entrance examinations, e.g., the Entrance Examination of the American University of Beirut); 3) admission to a degree program with advanced standing. (A student who has academic records of post-secondary work at other institutions may have the record reviewed. Grades of "C" are the minimum accepted for transfer.)

Other Programs: A non-degree program is available for University of Petroleum and Minerals staff, ARAMCO employees, as well as others in the petroleum industry. Regular degree courses are open to qualified persons without screening for admission. A Language Institute for English Instruction is provided for students lacking English proficiency.

Grading: The standard five-letter grading system similar to that in the U.S. is used:

90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
0 - 59% = F

UNIVERSITY OF RIYADH

Location: Riyadh
Founded: 1957 (as King Sa'ud University)
Enrollment: 1975-76: 8592 students (includes all full-time, external and female students)
Languages of Instruction: Arabic; English in pharmacy, science and engineering subjects
Admission Requirements: General Secondary School Certificate (see chart below for general guidelines on competitive admission criterion)

College	Minimum % on Certificate	Minumum % on Spec. Subjs.	Actual Competitive Standard for Admission Fall '75
Arts	60%	*	75%
Science	65%	70%, math, physics, chem.	69%
Pharmacy	65%	65%, biology, chemistry	*
Commerce	70%	*	*
Engineering	70%	70%, math, physics, chem.	75%
Agriculture	65%	65%, biology, physics, chem.	*
Education	60%	*	65%
Medicine	75%	75%, biology, physics, chem.	83%
Veterinary Medicine (opened Fall, 1975; closed for lack of students)	70%	65%, biol, zoo., botany, chem.	*

*Data unavailable at time of publicaiton.
N.B. 2100 new students registered for Fall 1975. By 1980, it is projected that at least 3000 new students will enroll each year.

Colleges:

1. *College of Arts* (semester system initiated in 1975)
   Founded: 1957
   Enrollment: 1975-76: 2070 students
   Degrees awarded:
   B.A. 4 years
   M.A. 2 years beyond B.A. plus thesis
   Departments:
   Arabic Language and Literature
   English Language and Literature
   Geography
   History
   Communications (Radio, T.V., Journalism)
   Sociology and Social Work

The College of Arts is the oldest and largest college at the University. The first year of a four year course of study consists of general courses. As a requirement for all students, the following are included in the basic course: Arabic, modern European languages, history, geography, and Islamic culture. The Master of Arts degree was introduced in Arabic, English and geography. The first M.A. degrees will be awarded in 1975-76.

2. *College of Science* (semester system initiated in 1975)
   1975)
   Founded: 1958
   Enrollment: 1975-76: 512 students
   Degrees awarded:
   B.S. 4 years
   M.S. 2 years beyond B.A. plus thesis (first M.S. students enrolled in Fall 1975)
   Departments:
   Botany
   Chemistry
   Geology
   Mathematics
   Physics
   Zoology

The first year consists of general courses that are basic for study not only in the College of Science, but also for the Faculties of Pharmacy and Agriculture, as well as the School of Medicine. A first year student studies the following: general and applied mathematics, pure physics, chemistry, botany, biology, Islamic culture and English. After the first year, a student is allowed to study general science, or may concentrate on any one of the six areas above in order to qualify for a B.S. degree.

3. *Faculty of Pharmacy*
   Founded: 1959
   Enrollment: 1975-76: 418 students
   Degree awarded: Bachelor of Pharmacy (B.Ph.)-5 years
   Departments:
   Pharmaceutical Chemistry
   Organic Chemistry
   Pharmacology
   Analytic Chemistry
   Pharmaceutics
   Pharmacognosy

As indicated above, the first year of this five year program is offered through the College of Science.

4. *Faculty of Commerce*
   Founded: 1959
   Enrollment: 1975-76: 2295 students
   Degrees awarded:
   Bachelor of Accountancy 4 years
   Bachelor of Business Administration 4 years
   Bachelor of Economics 4 years
   Bachelor of Political and International Studies 4 years
   Bachelor of Commerce 4 years (external students only)
   Departments:
   Accountancy
   Business Administration
   Economics
   Political Science
   Law (supportive department)
   Mathematics and Statistics (supportive department)

The first two years are spent in the "unified section" (interdisciplinary general core curriculum) stressing basic courses in Accountancy, Business Administration and Economics. For the remaining two years, students may specialize in Accountancy, Business Administration, Economics, or Political Science.

5. *College of Engineering* (Semester system initiated in 1975)
   Founded: 1962-jointly by government of Saudi Arabia and the United Nations Special Fund through UNESCO. Affiliated with the University in 1967.
   Enrollment: 1975-76: 1019 students
   Degree awarded:*
      B.S. in Engineering-5 years plus project: Eight week summer practical training
   Academic year: October to September (October-January and February-June), plus eight week summer training sessions at factories or government installations.
   Departments:
      Architecture
      Chemical Engineering
      Civil Engineering-
      Electrical Engineering
      Mechanical Engineering
      Petroleum Engineering

The first two years of this five year program are common for all students and consist of general engineering subjects, including mathematics, physics and chemistry. All students are expected to achieve competency in the English language aswell as in higher mathematics. A student must choose a field of specialization during the third year in order to complete the requirements for a Bachelor of Science degree. In the fifth year, a student is required to conduct an individual project under the direct supervision of a faculty member. During the summer months, students participate in on-the-job, experimental training programs.

6. *Faculty of Agriculture*
   Founded: 1965
   Enrollment: 1975-76: 590 students
   Degree awarded:
      B.S. 4 years
   Departments:
      Agricultural Economics and Rural Sociology
      Agronomics
      Animal Production
      Plant Production
      Soil and Land Reclamation
      Agricultural Industries
      Plant Protection
      *Veterinary Science

Under a new academic plan, introduced in 1974-75, there are five areas of specialization:

1. General Branch
2. Concentration: Soil and Agronomics
3. Concentration: Agricultural Economics and Rural Sociology
4. Concentration: Plant Production and Protection
5. Concentration: Animal Production and Agricultural Industries

The first year is offered in cooperation with the College of Art, the College of Science as well as the Faculty of Commerce, and continues through the third year. Students are required to work in summer training programs.

7. *College of Education* (Semester system initiated in 1974)
   Founded: 1967
   Enrollment: 1975-76: 1315 students
   Degrees and diplomas awarded: B.A. 4 years; General Diploma in Education (one year after B.A.)

The primary *function* of the College of Education is to train elementary and secondary school teachers.

   Main departments:
      Islamic Culture
      Education
      Psychology
      Teaching Methods and Curriculum
   Sections established as branches of the Colleges of Arts and Sciences:
      Arabic Language
      English Language
      Mathematics
      Biology
      Physics
      Chemistry
      Geography
      History
   Fields of specialization available:
      Literary Fields
         Islamic Studies (single area)
         Psychology and Sociology
         English Language (single area)
         History and Geography
         Geography and History
         Arabic Language (single area)
      Scientific Fields
         Physics and Mathematics
         Biology and Chemistry
         Chemistry and Physics
         Mathematics (single area)

A joint program with the Ministry of Education to train teachers of secondary schools in modern mathematics is currently in its third year.

The junior college program began in the fall of 1975 and is designed for part-time students. With this format, only the best students will be able to complete the program in two years.

Non-education students who desire certification to teach

*A Master of Science degree program is planned for 1976-77. The program will consist of two years of academic study and a thesis (30 semester hours total—24 hours course work plus six hours for the thesis).

*Nucleus for proposed School of Veterinary Medicine

at the secondary school level will find that a one year program beyond the bachelor degree is offered. Upon its completion, the *General Diploma in Education* is awarded. The *General Diploma in Education* for intermediate school headmasters is also offered and can be attained through additional course work.

8. *School of Medicine*

Founded: 1969

Enrollment: 1975-76: 373* students

Degree awarded: Doctor of Medicine (M.D.) 8 years

Departments:

Physiology
Otolarngology
Internal Medicine
Pathology
Forensic Medicine
Opthamology
Gynecology
Surgery
Hygiene

The first two years of the eight-year program are preparatory in which courses are taught primarily by the faculty of the College of Science. There is special emphasis on English and physical sciences during the first year, and on biological and chemical sciences during the second year. The following five years are spent with general courses concentrating on the traditional study of medicine. The final year is devoted to specialization and a practicum usually in one of the nine departments listed above.

The first group of students expected to graduate will be in 1977. An agreement for supervision and technical advice has been arranged with the Unviersity of London.

Institutes:

Arabic Institute for Non-Arabs
Institute of Oceanography

Grading at the Uncersity of Riyadh:

Old System:

Excellent
Very Good
Good
Pass
Poor
Very Poor

Honors: Degrees with "first class honors" were awarded when a student's grades in the final year were "Excellent" overall *and* grades in the previous year were at least "Very Good" overall and provided there had been no failures on the final examinations.

Degrees with "second class honors" were awarded when a student's grades in the final year were "Very Good" overall and grades in the previous year were at least "Good" overall and provided there had been no failures on the final examinations.

New System:

Approved June 16, 1973 by the Supreme Council of the University: Some faculties became colleges in 1974, others changed in 1975. The credit hour system was adopted at that time and may appear as either "semester" or "academic units" in the college transcripts presented to insitutions.

Grade	Percentage	Value
Excellent	90-100	5
Very Good	80-89	4
Good	70-79	3
Pass	60-69	2
Failure	0-59	1

Honors: A graduate is awarded a bachelor degree with grade "Excellent" if this student has passed successfully all subjects of study required and provided the accumulative average is not less than 4.25 out of 5.00.

A graduate is awarded a bachelor degree with grade of "Very Good" if the student has passed successfully all subjects of study required, provided the accumulative average is 3.50 to 4.24.

A graduate is awarded the bachelor degree with grade "Good" if the student has passed successfully all required subjects provided the accumulative average is 2.50 to 3.49.

A graduate is awarded the bachelor degree with grade "Pass" if the student has passed successfully all subjects required provided the accumulative average is 2.0 to 2.49.

Attendance: A student is required to attend the lectures and laboratory regulary. A student may be excluded from the examination if he fails to attend at least 25% of the required hours allotted for each course.

Women at the University of Riyadh: Women are external students in all colleges except the School of Medicine. They attend lectures offered through a system of closed circuit television. Students must use telephones to ask the lecturer questions. They also confer directly with specially appointed women tutors. Medical School classes are held in the afternoon in regular classroom and laboratory facilities.

OTHER INSTITUTIONS

INSTITUTE OF PUBLIC ADMINISTRATION

Location: Riyadh (branches offering general training established in 1971 at Jeddah and Dammam)

Founded: 1961, by Royal Decree

Enrollment: 1974-75: 1500 students

Departments:

1. *In-Service/General Training:*

1974-75: 600 persons received training; there are 12,000 alumni of the program.

*the total number of men and women admitted to the academic year, 1974-75.

Purpose: To train middle management and other personnel who have experience as governmental employees.

a. The *Middle Management Program* is a six month program which offers courses in public administration, planning and development, intermediate finance, intermediate statistics, administration in the Kingdom, personnel management, administrative supervision, higher secretaryship and school administration.
b. The *Operational Management Programs,* which are from two to four months duration, offer introductory finance, personnel, material administration, office work, Arabic typing, English typing and secretaryship, introductory statistics, advanced Arabic typing and a program for librarians.
c. *Special programs* are also arranged for various governmental agencies to meet their specific training needs are from one to four months in length.
d. *English Language Center:* There have been 2500 persons who have studied English at the I.P.A.—820 at the introductory level; 1160 at the intermediate level; and, 520 at the advanced level.

2. *Pre-Service Training:*

1974-75: 400 persons received training; there are 600 alumni of the program.

Purpose: To provide training for future government employees.

The six programs available currently are: legal studies, financial studies, customs studies, statistical studies, typing and hospital administration. Library Science is to be added in the near future. All programs (with the exception of the typing course) are two years in length.

Admission

Graduation from secondary school or college (depending on the level for which one is being prepared) is required in all programs.

Graduate Program

A two-year graduate level legal studies program is offered for islamic Unviersity graduates. The emphasis is on criminal law with a *Diploma of Legal Studies* (which is recognized as a Master of Arts equivalent for employment purposes in Saudi Arabia) awarded at the end of two years of study.

3. *Executive Development:*

500 high level officers of the government had participated in this program by 1975.

Purpose: To hold seminars in order to encourage critical and creative thinking among top level officers of the government about what, why and how they perform their tasks.

Thus far seminars on on hospital administration, education and training of manpower, law and development, personnel and position classification, management process, project evaluation, and creative problem solving have been held. These seminars are normally from three days to one week in length.

I.P.A. as a whole:

- Currently awards no academic degrees, but hopes to establish a Master in Industrial Management program by 1977.
- Make training availabe to public servants in the Eastern and Western Provinces. Branches have been established in Dammam and Jeddah, respectively.
- Currently has 60 faculty members with an additional 20 studying abroad for higher degrees.

* * * * * * * * *

The following specialized colleges/academies may send students to the United States for further study:

THE KING ABDULAZIZ MILITARY ACADEMY (COLLEGE), Riyadh
THE KING FAISAL AIR FORCE COLLEGE, Riyadh
THE INTERNAL SECURITY FORCES COLLEGE, Riyadh

The *General Secondary School Certificate* is required for consideration for admission to all of the above institutions. The programs vary from two to three years in length. (See Placement Recommendations concerning transfer credit.)

The following are examples of official university documents.

CRETIFICATION OF BACHELOR DEGREE AWARDED
(UNIVERSITY OF RIYAD)

University Of Riyad
Riyad
Saudi Arabia
Registration Bureau

No. : 3454/10
Date : 4/12/1971

Certificate

The University of Riyad hereby, certifies that Mr. [redacted] has graduated in the Faculty of Commerce and obtained the degree of Bachelor of Commerce, Accounting & Business Administration with grade EXCELLENT, 1ST CLASS HONS. in 1970 - 1971.

This certificate has been given to him upon his own request.

daky Head Registrar
pp. A. Safty
Khalid Matter

Dean
Ghazi Algosaibi
Official Seal

Vice Rector
A.A. Khowaiter
A. A. Khowaiter

No 8

UNIVERSITY OF RIYAD
RIYAD
SAUDI ARABIA

NO : 3435/10
DATE: 4/12/1971

TESTIMONIAL

This is to certify that was awarded the degree of Bachelor of Commerce from the Faculty of Commerce, Department of Accounting and Business Administration, University of Riyad, in the first session of the academic year 1390/1391 A.H. - 1970/1971 A.D. with general grade (VERY GOOD, SECOND CLASS HONOURS).
The following is a detailed record of his academic career. This testimonial has been given to him at his own request.

FIRST YEAR 67/68		SECOND YEAR 68/69		THIRD YEAR 69/70		FOURTH YEAR 70/71	
S U B J E C T S	GRADES	S U B J E C T S	GRADES	S U B J E C T S	GRADES	S U B J E C T S	GRADES
Principles of Law	V.Good	Industrial Organization & Production Management	Good	Financial Accounting	Excel.	Petroleum Accounting	Excel.
Principles of Business Administration	Pass	Economics	V.Good	Cost Accounting 3	V.Good	Tax Accounting	Good
Economic Geography	Pass	Commercial Law	Good	Business Admin. "Human Relations"	Good	Banking Accounting	V.Good
Principles of Accounting	V.Good	Accounting	V.Good	Business Admin. "Sales"	Excel.	Government Accounting	V.Good
Principles of Economics	Good	Marketing	Excel.	Public Finance	Good	Managerial Policies	Good
Islamic Culture	Pass	Public International Law	Good	Social Economics	Good	Cost Accounting	V.Good
Principles of High Mathematics	V.Good	Commercial & Financial Mathematics	V.Good	Statistics	Excel.	Applied Accounting	Good
English Language	Good	English Language	Good	Commercial Law	V.Good	Investment & Security Analysis	Excel.
Public Administration	Good	Year Work	Good	Insurance	V.Good	Business Admin. "Specialized Enterprises"	V.Good
Year Work	Pass			Auditing	V.Good	Commercial Law	V.Good
				Year Work	-------	Year Work	-------
GRADE	GOOD	GRADE	GOOD	GRADE	V.GOOD	GRADE	V.GOOD

GENERAL GRADE ((VERY GOOD, SECOND CLASS HONOURS)).

N.B.- According to regulations (In the 1st & 2nd Years): "EXCELLENT" is equivalent to 90% and over, "VERY GOOD" from 80% to less than 90%, "GOOD" from 65% to less than 80%, and "PASS" from 50% to less than 65%. (IN THE 3rd & 4th Year): "Excel." from 85% and over, "V.Good" from 75% to 84%, "Good" from 65% to 74% and "Pass" from 60% to 64%.

FACULTY REGISTRAR

A. N. MOUHRIG

A. N. Mouhrig

S/Q

THE D E A N

Ghazi Algosaibi

EXAMPLE I OF UNIVERSITY TRANSCRIPT OF GRADES

EXAMPLE II OF UNIVERSITY TRANSCRIPT OF GRADES

بسم الله الرحمن الرحيم

KINGDOM OF SAUDI ARABIA
UNIVERSITY OF RIYAD
Faculty of Science
Riyadh

المملكة العربية السعودية
جامعة الرياض
بالرياض
كلية العلوم

TESTIMONIAL

This is to certify that Mr. has been granted the Degree of Bachelor of Science in **Pure Mathematics/Applied Mathematics** with grade **Excellent and first class honours, on June 1974.**

His academic record is detailed as follows :-

SUBJECT	GRADE			
	First Year 1970/1971	Second Year 1971/1972	Third Year 1972/1973	Fourth Year 1973/1974
Pure Mathematics	Excellent	Excellent	Excellent	Excellent
Applied Mathematics	V.Good	Excellent	Excellent	Excellent
General Mathematics				
Physics	V.Good	Excellent	---------	---------
Chemistry	V.Good	---------	---------	---------
Geology				
Botany				
Zoology				
Complementary Math. + Complementary Physics				
Islamic Culture	//Good//	---------	---------	---------
English	V.Good	V.Good	---------	---------
General Grade	V.Good	Excellent	Excellent	Excellent

Equivalence of grade in marks: -

Pass = 60 – 64
Very Good = 75 – 84
Good = 65 – 74
Excellent = 85 – 100

Faculty Registrar
A-Al-Assaf

Official Seal

The Dean
A. A. Elkhayat
June, 1974

APR - 9 1979
MAR 11

85

SAUDI ARABIA PLACEMENT RECOMMENDATIONS

I. *English Proficiency Recommendation*
It is strongly recommended that all applicants from Saudi Arabia present proof of adequate proficiency in English based upon acceptable standardized tests such as TOEFL.

II. *Primary, Preparatory, and Secondary School Admission*
It is recommended that students at this level be admitted to their corresponding grade level. Evaluation of subject deficiencies should be determined in accordance with the individual U.S. institution's curriculum.

III. *Freshmen Admission*

A. Students presenting the *General Secondary Education Certificate* with an overall percentage of 75 or better in either the Literary or Scientific stream may be considered for Freshman admission to highly selective institutions. Students obtaining an overall percentage of 60 or better may be considered for Freshman admission to other institutions. In both instances students should be considered for admission in fields appropriate to their background.*

B. Students presenting the *Diploma of Science Institutes* from Secondary Religious Institutes may be considered for Freshman admission following the percentages recommended for the general secondary stream (Item A-above) in programs appropriate to their background.

C. Students presenting the *Secondary Industrial Technical Institute Certificate*, representing 13 years of education, may be considered for Freshman admission to applied engineering and engineering technology programs, without advanced standing.

IV. *Teacher Education*

A. Training Programs for Elementary Teachers

1. Graduates of the three year Elementary Islamic Institutes should be considered for Freshman admission.
2. Pre-Service Training Program graduates should be considered for Freshman level admission without advanced standing.
3. In-Service Training Program graduates should be considered to have completed the intermediate level of education. Graduates should be considered for admission at the senior high school level with appropriate high school credit granted.
4. Graduates of In-Service Training Programs conducted at the Colleges of King Abdulaziz University and the University of Riyadh should be considered for transfer admission and awarded credit on a course-by-course basis appropriate to the institution's policy.
5. The newly developed plan for opening of Junior Colleges offering the Associate of Arts degree will have to be evaluated on a course-by-course basis, since this plan is still in the preliminary stage.

B. Training Programs for Intermediate Teachers

1. Graduates of the "Crash Programs" for Mathematics and Science teachers should be considered for admission at Freshman level without advanced standing. This recommendation also applies to graduates of the Art Education and the Physical Education Training Institutes.

C. Training Programs for Secondary Teachers
(B.A. required, see Graduate Placement Recommendations)

V. *Transfer Admissions*

A. Students who complete university level studies and achieve at least an average of "Good" may be considered for admission at the appropriate level, and may be awarded transfer credit on a course-by-course basis.

B. Students presenting course work from the Institute of Public Administration, who meet the freshman admission requirements (Section III, above) prior to admission to the institute, may be considered for admission at the appropriate level and may be awarded transfer credit on a course-by-course basis. This recommendation applies primarily to the two-year pre-service training programs discussed earlier.

C. Students applying from the King Abdulaziz Military Academy, the King Faisal Air Force College, and the Internal Security Forces College may be considered for admission to the undergraduate level in professional programs such as law enforcement or administration of justice, and related areas with transfer credit awarded on a course-by-course basis.

D. Transfer credit should not be awarded for courses taken during preliminary (preparatory) programs such as those formerly offered by King Abdulaziz University and currently offered by the University of Petroleum and Minerals and King Faisal University.

VI. *Graduate Admissions*

A. Students with an undergraduate degree from the University of Riyadh, King Abdulaziz University, the Islamic University of Imam Muhammad Ibn Saud, the Unviersity of Petroleum and Minerals, the Islamic University and King Faisal University with an average of "Good" should be considered for admission at the graduate level.

B. Post-graduate work at the above institutions may be

* *Special Consideration for Admissions Officers*: Secondary transcripts show the maximum and minimum number of points which are possible for a student to earn on the General Secondary Education Certificate Examination, sometimes referred to as the *tawjhiyyah*, as well as the total points which the student has obtained. In order to convert the scores into percentages the U.S. admissions officer should divide the maximum number of points into the student's "obtained marks." The grading scale is listed below:

100 - 90%	Excellent
80 - 89%	Very Good
70 - 79	Good
50 - 69%	Pass

awarded appropriate course credit according to the institution's policy.

SPECIAL SERVICES AVAILABLE

The Saudi Arabian Educational Mission, 2223 West Loop South, Suite 400, Houston, Texas 77027, provides logistical and other support for its students in the United States and can also serve as an invaluable resource to institutions enrolling Saudi students.

The mission's functions are outlined as follows:

The Saudi Arabian Educational Mission to the United States of America and Canada is an office of the Government of the Kingdom of Saudi Arabia.

Administratively it is attached to the Saudi Arabian Ministry of Education, and diplomatically it functions under the auspices of the Royal Embassy of Saudi Arabia in Washington, D.C.

The activities of this office are manifold. Under the Scholarship Program of Saudi Arabia, it administers the scholarships to more than three thousand Saudi students attending U.S. academic institutions. This involves monitoring of their academic progress, issuance of travel tickets to and from Saudi Arabia, medical coverage, payment of tuition and other mandatory fees, sending their monthly allowances and looking after the general well-being of the students and their families accompanying them.

The office undertakes procurement of materials and equipments, invites bids and tenders, and recruitment of faculty and staff members for the universities and government offices in Saudi Arabia.

The office also promotes cultural relations between the two countries by promoting exchange programs among academic institutions involving scientists, researchers and academicians in programs of mutual interest.

BIBLIOGRAPHY

Abd-el Wassie, Abd-el Wahab. *Education in Saudi Arabia.* England: Macmillan & Co., 1970.

American Friends of the Middle East. "Saudi Arabia." *AFME Report.* Washington, D.C., January 1974.

----------. "Saudi Arabia." *AFME Report.* Washington, D.C., January 1975.

Hammad, Mohamed A. *The Educational System and Planning for Manpower Development in Saudi Arabia.* unpublished doctoral dissertation, Indiana University, 1973.

International Handbook of Universities. Paris: The International Association of Universities, 1971.

Jammaz, Saud Ibrahim, *Riyadh Unviersity.* unpublished doctoral dissertation, Unviersity of Southern California, 1973.

Kingdom of Saudi Arabia. *Development Plan.* Central Planning Organization, 1970.

----------, *Education in Saudi Arabia. Land of Achievement.* Ministry of Information, 1974.

----------.*The Bi-Annual Report of the Ministry of Education (1971-72 and 1972-73) presented to the International Bureau of Education, Geneva, for its Thirty-Fourth Session, September 1973.* Ministry of Education, 1973.

--------- . *Statistical Yearbook.* Ministry of Finance and National Economy, 1971.

Metcalf, John E. *Saudi Arabia, A New Economic Survey.* New York: First National City Bank, 1974.

Munro, John. "On Campus in Saudi Arabia," *ARAMCO World Maganize.* New York: July August 1974.

National Association for Foreign Student Affairs. "Saudi Arabia." *NAFSA Newsletter:* January, 1973.

----------. "Saudi Arabia." *NAFSA Newsletter:* April, 1973.

----------. "Saudi Arabia." *NAFSA Newsletter:* May 1973.

Saudi Arabia. New York: The League of Arab States, 1973.

"Saudi Arabia's Second Five-Year Plan: Highlights of the Plan." *Saudi Economic Survey:* Ashoor Public Relations, 1975.

Sharp, Theodore, Inez Sepmeyer, Martena Sasnett. *The Country Index.* North Hollywood, California: International Education Research Foundation, Inc., 1971.

Thomas, Alfred, Jr. *Saudi Arabia* (World Education Series). Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers, 1968.

U.S. Department of State. *Background Notes: Saudi Arabia.* Washington, D.C.: 1965.

----------, *Background Notes: Saudi Arabia.* Washington, D.C.: 1973.

U.S. Department of Health, Education and Welfare. *Information and Education Around the World.* Washington, D.C.: 1959.

Walpole, Norman C., et. al. *Area Handbook for Saudi Arabia.* Washington, D.C.: Foreign Area Studies, The American University, 1971.

MIDDLE EASTERN MOSAIC

Lee Thompson

During the Middle Eastern Workshop in October-November 1975 the participants became aware as they visited in Egypt, Saudi Arabia, Kuwait and Jordan (in lieu of Lebanon), that each of these countries is in the process of tumultuous change and that each country has a special role in the affairs, not only of the Middle East, but also in the affairs of the rest of the world.

The rapidity with which the almost simultaneous tearing down and construction of buildings occurs in Saudi Arabia is electrifying to witness. Other changes, not so highly visible but nonetheless detectable, are also in evidence. Egypt is in the process of its own kind of change . . . hopes and aspirations for a better future, supplying the leadership through the human resources of its own educational/educated cadre to assist with the enormous task of providing teachers to Kuwait and Saudi Arabia. Jordan, in its centuries-old position, the site of political religious crossroads, serves as a pivotal listening and speaking post for some of the stances of the Near East. Kuwait's development resembles and rivals even the most opulent of the Tales of the Arabian Nights. Describing "what it was like" is no small task, nor an easy one, as many of the aspects and factors involving life and the peoples who live there are not simply nor accurately perceived and interpreted nor easy to explain.

With some exceptions, this was a first visit into the Middle East for most of our group. It was a highly illuminating, enriching and rewarding experience to reverse roles with the students (who so often later became friends), who had frequently stood in our offices or visited our homes . . . and from whom we had been able to learn so much. It is hard for us to comprehend and give sufficient credit to the qualities of adaptability and inner resources which these students exhibit during their stay in the United States. Because they generally present such an integrated and successfully functioning demeanor, means that it was probably even more difficult to visualize their homelands or actualize experiences which have been expressed or described through other media. But reverse the procedure, we did, and somehow it is quite different to arrive in a totally Arabic-speaking metropolis with 8 million people, Cairo, than to find oneself in a romance-language speaking capital of the world. A way of life, centuries old, meets some of the currents of the present day in the blending of the fumes and bustle of the bumper-to-bumper bus/Fiat/Mercedes/donkey cart melange which criss-cross the Nile over its numerous bridges. However, the sound and light show at the Pyramids of Gizeh exemplifies and accentuates some of the contrasts of the modern Middle East as the men of today live among the works of their forbears.

It was a very heartening time to be in Egypt. As often happens, we seemed to be recognized as Americans and people of all ages and description along the streets would inquire (sometimes in very limited English) . . . "Americans? Good! Most Welcome." Since we had departed at a time when other events of internal strife in the Middle East were threatening and escalating, this made such a reception more meaningful. The legendary hospitality of the Middle East bespeaks, not just of hospitality, but of a philosophy of living. It is important and essential to understand that this emanates from the interconnections and loyalties that exist between families and friends in an absolute manner which is difficult for us to conceive. We are casual, capricious and sometimes business-like in our relationships and dealings but generally it suits our own needs and has little to do with family, honor, or loyalty to another.

With us, we took every kind of perception and expectation conceivable . . . from minds filled with tabulations of facts and figures involving economic conditions and oil output, to a Scheherazade-Sinbad orientation. In the presence of billboards in Arabic, I often found myself thinking of the statistics from a study of the American Council on Education which reveal that even though 100 million persons speak Arabic throughout the world, Middle Eastern language enrollments in the U.S. draw only about 1,300 students per year. Of these, all but a handful drop by the wayside before they become truly proficient. In reverse, it makes all the more admirable the tenacity and capability displayed by the Arab student who often has to expend well over a year intensively studying English in order to participate and then study in English-speaking countries. Some of us returned home expressing the desire to enroll in basic Arabic courses.

Egypt's nationalism and pride does not preclude a deep-rooted and evident interest in relationships with the western world. Its historicity includes centuries of service as the crossroads, not only of Europe and southern African peoples, but as the east-west fulcrum of Middle Eastern and Mediterranean neighbors. Today it serves as mentor and leader in untold ways. At present, despite its severe dual handicap of poverty and illiteracy, Egypt supplies as many as 25% of its trained teachers, and also some of its best ones, to several other countries of the Middle East. Egypt as one of the oldest civilized nations of the world will continue to supply future educators, administrators and leaders to shape much of the policy and practices which are forged in the Middle East.

TIMELESSNESS

Time is the commodity to be found most in abundance in Egypt and brings to mind an anecdote which is illustrative and appropriate:

As two U.N. delegates conversed, one from Mexico and one from the Middle East, the Mexican representative inquired of the Middle Easterner,

"Don't you have some expression which is equivalent in meaning to 'Mañana?' "

The latter replies, "Yes, but it doesn't have the same

sense of urgency . . . Ba'ad bukra, inshallah (after tomorrow, God willing)."

This element, plus bureaucratic practices and inefficiencies seem to make it very difficult to accomplish matters of even reasonable urgency. However, it began to be evident that this is not only true for strangers but also for the populace itself, so that a certain resignation, patience, persistence or *savoir-faire* must be developed.

Many of the other matters of life's substance take precedence in the Middle East over that quantity we name time and this is truly important to gaining insight in comparing the basis of value systems.

INSHALLAH—IF GOD IS WILLING

This kind of fatalistic outlook is as much a part of the land and peoples of the Middle East as are the minarets and mosques which are omnipresent in their punctuation of the sky and landscape. The relationship between the outer or external ramifications of this view and the private, inner sources emanating from within each individual, are not always easily discernible.

Even a superficial look opens to some extent a glimpse into our own cultural background. For the most part, because of elements of our own culture and training and acceptance of the concepts of individualism, the needs of a "personalized god or religion" and the active pursuit of "being master of our own fate," we are probably more uncomfortable than we like to admit, and often frustrated, and finally condescending in our (forced) acceptance of this alien philosophy, usually carrying it off with a display of humor if it can be managed. It does, however, represent a very serious difference in fundamental values and means a reverent acceptance to the submission of the will of God, the basis of Islamic precepts. It does mean that a tolerance and sensitivity and understanding must be cultivated, then respected and preserved. It is sometimes unfathomable to us of the western world how complicated, tedious or unproductive certain processes can be but we must try to remember that at the same time some of our own actions of expediency, efficiency and impersonalizaton become dehumanizing, humiliating and superficial. I am aware that my thinking often lacks the humility, grace or judgment to remember that I am of a very young melting pot nation which is not exceptionally nationalistic, yet at the same time highly pragmatic in performance and reaction. I know, too, that it becomes easier for me to believe in the world of the Middle East; that a chance meeting in the airport at Luxor with a friend of a friend from Connecticut is a matter of fate, or I *will* find my lost suitcase . . . inshallah.

I have thought back, many times, on another incident which occurred during my stay. After speaking for an hour with one of Egypt's modern writers, a man of letters well known throughout his country, we began to discuss beliefs, dissimilarities and differences between his country and mine.

Finally he said, "It's all a matter of fate."

When I disavowed this, he replied, "How else can you explain the fact that several days ago I received this child's toy (a small white bear on his desk) destined to be a gift to my young nephew, son of my brother. He lives in the same town as you do and the toy was brought to me by a friend who recently was in Russia. Then you appear, and you shall carry it home in your suitcase. It all fits together."

And so I did carry it home, wondering more frequently, in retrospect, about fate.

MOHAMMAD, THE SON . . . OF THE HOUSE OF . . . . .

To the most inexperienced eye, the evidence of the strong family network and ties is everywhere abundant . . . even in unexpected ways and places . . . like the evening spent in a city night club watching the folk dancing. But equally compelling to see was the family seated nearby . . . the parents, two pre-puberty aged children, their grandmother, someone who fit the category of a favorite uncle, one or two other adult friends, all enjoying the performance together.

It was said by one of our Middle Eastern hosts, "In the United States everybody works; women don't need to get married; but in the Middle East tradition dictates the need for a family." And according to the *Koran*, it is incumbent upon every male to marry and have children. I suspect it is this heritage, the direct tracing of antecedents, the drawing of parameters of accepted societal norms that probably enables the Middle Eastern student to journey to western lands, pursue his course of study and live a richly rewarding life, then return to his homeland and usually readjust into what is a secured, predominant familial hierarchy. This is becoming more hazardous, however, with the rapidly-changing needs imposed upon each of these individuals by their society. In Saudi Arabia and Kuwait, although many manifestations of the old ways of life remain, family upheaval is occurring as the demands of modernization channel young, highly educated persons from the accustomed influence and sphere of their extended family to other cities or more urbanized parts of the country. In addition, throughout the Middle East the governments are making concerted efforts to settle the nomads which is in effect also contributing to the urbanization process. The transplant of a young family from Mecca to Riyadh, for example, is an undertaking which involves leaving established family and its ties and conveniences and makes of that young family one of the growing numbers of apartment dwellers in an unknown and sizeable city, a great distance removed. This is a change of virtually calamitous proportion.

In the oil-rich countries of the Middle East the themes of the old world and of the new world are not always perfectly meshed. Traditions and cultural conservatism are often affronted by modernization, institutions and technology. The medium of educational exchange and expansion has brought exposure on a sizeable scale for the first time to different measures, standards and ways of living. In Saudi

Arabia the *Haj* or annual pilgrimage has focused only on the ritual and homogeneity of those who follow Islam, with pure or restricted purpose, a traffic simply of faith and devotion. Now the outer world bursts in upon the resource-laden centers bringing ideas and practices which may be at least debatable, and at the other extreme, completely altruistic or unrealistic.

THE MOSQUES AND THE MINARETS

Even though in the western world there is relatively easy access to schooling, newspaper, radio and television, which condition us to think of all of this as the accepted norms of living, some of this nonchalance and acceptance may have received a slight jolt, as we came to realize that the chances were one in four or five that our taxi drivers could *read* an address, carefully written in Arabic on a scrap of paper. This means, in part, that a tremendous emphasis is placed on the spoken language, and much of it is learned through a process of rote memorization. (One boatman encountered on the Nile spoke six different languages, including French, German, and Italian . . . all acquired from his clientele, as he plied the river.)

It is necessary to realize that this learning is imbedded historically in transmittal of the teachings of the *Koran*. Most of the students who come from the Arabic world with fully literate capacities have an undergirding of hours, months, and years expended in the training, meaning, and interpretation of the sacred teachings of the Prophet. This same training often endows the Middle Eastern personality with other attributes, including discipline and respect, which are often significant factors in the learning process.

The mosques and minarets symbolize the beliefs and practices embodied in Islam. While it is an extremely individualistic kind of faith in which man's actions are determined by God, on the other hand, man has the self-responsibility, primarily through his own good works or acts to afirm and practice his faith. The Five Pillars of Faith are vested in the (1) Creed of Islam; (2) prayer; (3) fasting; (4) the pilgrimage; and (5) charity. It is, thus, that Islam proclaims not only beliefs, but it is essential to carry on the works described by God *through man's acts and actions*. The study of the *Koran* and its teachings forms a strong, formalized religious framework, utilized daily.

Scholars and knowledgeable students of Islam have observed certain phenomena which are somewhat unique to Islam. Islam seems especially suited to the needs of the peoples of the arid, desert lands, and its growth and adoption and retention has, for the most part, followed such a geographic pattern. The character of the Islamic city or 'municipal center' has some important differences from its western counterpart, in which all the organizational needs and services, including political and governmental aspects are located. The Islamic city or urban center corresponds more to a hierarchical social structure relating to the religious and cultural structure of the society. In times past it served as a fortress, where security was to be found. And logically, all of the practices of the Pillars of the Faith are best served through an urbanized setting: the situating and protection of the mosque(s), the five daily prayers at the call of the *muezzin*, the Fast of *Ramadan* with its nocturnal emphasis, and the Pilgrimage itself to the cities of Mecca and Medina. This in turn points to a certain level or standard of living, the middle class, a necessity for the ideal practice of being a Moslem.[1]

CHIAROSCURO

While there are innumerable forces interacting and responsible for the behavior, actions, and responses of any culture, they are by their very nature complicated and not so easily discernible, nor definable. It is essential in the Middle East to have some idea of the historical antecedents of certain customs and practices. In prime focal view is the outward manifestation of concealment: the black veils. What really lies behind this usage? Some recent research may offer insights into the adherence to this practice, found in some parts of the Middle East. Behind those veils, which are getting thinner and shorter, and in some cases have been banished by the wearers, for various reasons, there are women and girls of considerable charm, intelligence and beauty.

In actuality, the wearing of such a veil has not been an absolute heritage historically, although the question of modesty and family honor does appear to pre-date the Islamic period. Discussions of this matter include reference to the "modesty code," (1) for both men and women, (2) as individuals, and (3) as a group. This is not necessarily associated with religious values, so that it is not thought to be an Islamic practice, *per se*. This concept assumes that the value of the code and honor involved is thought of as a collective possession of the group. It is to be practiced and responded to through the males of the tribe, and primarily to protect the honor of their women, and to affirm their own fighting ability. Apparently marriage ties are less important than blood ties, an interesting contrast to comparable ideals held in some western societies. To preserve and venerate so zealously such a concept means that certain procedures and regulations must be adhered to:

(1) definite, fundamental behavioral codes are established and understood for women;

(2) these also set the role for men;

(3) since one of the purposes is for the protection of women (and the tribe thereby), the men become the only "public actors";

(4) this means a certain segregation of the sexes, with duties and activities of each sex delimited and supervised.

This organizational pattern of Arab society has also been described as applicable to small-scale personalized units, such as those typified by the ancient Arab families/tribes, until the present. Cataclysmic or revolutionary changes have begun to occur. Urbanization and education are

[1]dePlanhol, Xavier, *The World of Islam;* (New York: Cornell University Press, English translation, 1959).

beginning to alter some of these patterns, and it is uncertain what will emerge.[2]

THE SECOND SEX

The status of women in the Middle East *is* changing: since the advent of Islam in the 7th Century, women's lot has improved. According the the *Koran*, the mariage contract as well as any divorce which might occur, must be a mutually-concluded agreement. In the case of plural marriage (up to four permitted), each wife must be treated equally, which often means separate households. Each marriage partner has independent property rights. The role of women has encountered many ups and downs since the 7th Century, but among many changes is the fact that polygamy is dying out.

Lebanese women attained the vote in 1953 and now make up about 40% of the country's workers. They usually do not participate in arranged marriages, and are free to date. This is still not generally true however, in Kuwait and Saudi Arabia. However, at the urging of his wife, Queen Iffat, the late King Faisal by royal decree paved the way to open public education for women beyond the elementary level in 1960. In Kuwait larger numbers of women than men have occasionally been enrolled in the institutions of higher education. In Egypt the government has made two important statements regarding the status of women. The Constitution of 1956 guaranteed to women, "compatability between her role in the society and her duties in the family." The second, the National Charter of 1962, included a statement of the equality between men and women: "Woman must be regarded as equal to man, and she must therefore shed the remaining shackles that impeded her free movement, so that she may play a constructive and profoundly important part in shaping the life of the country." In Saudi Arabia the Girls' Education Administration indicates that it expects to (a) give girls a clear understanding of their responsibilities towards their children, their homes, and society, and (b) to satisfy prevailing educational needs throughout the country. There is still considerable ambivalence on the part of girls in Saudi Arabia as to whether or not they want to opt for schooling or domesticity, although many, many more young married women are continuing school. If the opportunities are proferred in the job market, this may be one of the keys of solution of unfulfilled manpower needs. At present the curricula for girls' education is strictly prescribed, with little latitude or variance permitted, and the same is true of the job situation. To date there are only a handful of qualified Saudi women to fulfill teaching posts; most of these are occupied by non-Saudis (Syrian, Lebanese, Sudanese, Egyptian, etc.). Nonetheless, in less than 10 years the program of public education has progressed from the first provisions for elementary education of girls to the opening of the Girls' College of Education in Riyadh, with a four-year undergraduate curriculum. As growing numbers of men of the Middle East become highly educated, many questions will be posed regarding responsibilities and attitudes involved in a marriage partnership when the wife has attained or ended schooling at a junior high level or lower.

[2]Dodd, Peter C., "Family Honor and the Forces of Change in Arab Society"; (New York: Cambridge University Press—International Journal of Middle East Studies, Volume 4, No. 1, January 1973).

UNDER CONSTRUCTION

Evidence of the seriousness and intent of the development of the educational level in the Middle Eastern countries is found in the portion on *Education of the Second Five Year Plan of Saudi Arabia*, which is presently in operation.[3] This ambitious undertaking reflects both short-term attainable goals, as well as long-range projections, and includes every phase of the educative process. The almost total illiteracy of the Fifties has already been eroded, although the undertaking is a task almost unparalleled. The Saudi Minister of Education observed, "A drop of water spilled on a rock is seen in its entirety; if you drop it in the sea, it is not observed!"

Accounting of the Five Year Plan shows that many of the planned school enrollments are on target, but the crunch is greatest with the requirements for adequately-prepared teachers. Prior to this time the concept of using one group which has received a certain educational level to then train in turn the level below, has been the most rapid expedient for accommodating the growing numbers of schooling-hungry individuals. Adult education for both men and women is an area of intense interest, with television, for example, just coming into use as an instructive method. Summer campaigns for literacy training to nomadic and rural groups also figure prominently in planning, as do health building techniques, and hot meal programs. Cultural affairs and development of antiquities programs are anticipated, and emphasis will continue on higher educational levels for girls. While in this country we often tend to feel that college attendance is a relatively simple matter to accomplish, this concept and outlook have not traditionally pervaded educational philsophy in the Middle East. Financial support in the form of payments and housing allowance are available to enable everyone who is able to become educated.

The planning, the development, the action go on, undaunted and unrelenting. Several members of the Saud family, Ministers of the Supreme Educational Council of the Kingdom, expressed concern that the needs of action and decision making are so pressing that there is not adequate time to step back to assess and evaluate. One of these men observed ruefully, "There are acute shortages of everything but money."

There are numerous logistical and infrastructure problems, such as, for example, questions like: In outlying areas of the country which should take priority . . . building the schools, or building the roads to get to them? Or, could helicopters be used to convoy

[3]Refer to attached Statistical Summary of Education in Saudi Arabia.

students to school? And then, where can enough helicopter pilots be found to make such a proposal feasible? The greatest lack is manpower, and especially those trained to give middle or supporting services, to sustain the burgeoning growth in the pell-mell rush to modernize. Traditionally, this kind of work has not been sought, as it has not been respected, well paid, or socially edifying. This is reflected in the educational options selected by the intellectual elite of the youth of the country; the first choice is medicine; second-ranking is in the engineering fields, followed third by other choices in arts and sciences.

These forces of growth, combined with planning for the future, while living in the present are almost indescribable in their juxtaposition. It is admirable, breathtaking . . . in the sense of taking away one's breath, challenging to the imagination, and poignant beyond words to the observer. In addition to some of the intangible implications mentioned earlier, such sights meet the eye as a steel and glass office building towering above the port of Jiddah. In the harbor lay 160 vessels waiting to be unloaded, some of them threre as long as four months . . . because of the lack of mens or manpower to unload them, and even though work continues 24 hours a day. In Riyadh, the old adobe fortresses and structures from several centuries past are giving way to products of modernity. Kuwait City has been the scene of bulldozing and abandonment, of replacements with high-rises and modern villas. However, Kuwait's Science and Natural History Museum opened in 1972 hopes to preserve some of the ancient heritage. It is thought that the desert nomads will disappear entirely,as they are quickly becoming anachronistic in this development. In some of the desert plains and countryside of Egypt and Jordan, life continues, unruffled by these currents of change in the midst.

"Shall the day of parting be
the day of gathering?"
The Prophet, Gibran.

In addition to meeting the needs of the academic careers of the many students of the countries we visited in the Middle East, by improving and updating knowledge of admissions credentials, it can be very useful and meaningful that we, in the United States, insure a continuing and productive experience for those students after their acceptance and arrival. Our institutions and communitites need to be informed about, and responsive to (a) the personal and societal needs of the individual student, both at home and abroad; (b) the functioning of this person in his or her own country; (c) the kinds of goals this person has set; (d) the reaction this individual makes to different cultural stimuli; and lastly, the ways of finding solutions to these questions in a sensitive and helpful manner, as the student or scholar lives in an alien western environment. The presence of the large number of students who are studying in the United States is an unparalleled opportunity for mutual interchange and development of informed and knowledgeable attitudes toward one another. These scholars and students who are spending a part of their educational preparation in the United States can be far more instructive to natives of the United States than all of the information gleaned second-hand from such sources as books, newspapers, television, or other news media. By such an ongoing interchange the participants can also lay the foundation for intercultural relationships contributing to world well-being on many levels, in the future ahead.

Some thoughtful consideration is being given by Middle Eastern educators to the practice of sending very young, undergraduate students out of their own countries for schooling before they have gained sufficient maturity in their own cultures. Some of the factors of a more "open society" in which marriage customs, for example, are less structured, can cause serious confusion or trauma among young students who are already out of the sphere of extended influence of a highly-structured familial system. Even though some students appear to adjust better to life and circumstances in another country when they are younger, this may cause dissonance upon their return to the homeland. It was the expression of several educators interviewed that students be sent out of their own countries for an extended stay only when they are older and more mature, so that their own cultural attributes may be further inculcated.

Language learning and facility is foremost in confronting and solving adjustment problems in the transition from one culture to another. Adequate preparation can not be minimized, and a lengthy time in the process of preparation is often required. Many smaller schools, communities and programs offer the best means of assisting in this kind of learning.

A second matter for very serious consideration is that of orientation. The immersion in the life and customs of another land can be broadening and strengthening, or become a continuing ordeal with little understanding or rapport developed. Fortunately, the outgoing, direct and honest approach elicited from many of these students is a very positive trait which can be dealt with on a like basis. As soon as possible it should be determined what kind of orientation, if any, the student has had, either before the departure from home, or upon initial arrival, by whom, or with what agencies, so that necessary information can be supplied, or inaccuracies corrected, and a fruitful beginning made. The use of a willing and informed group of his own countrymen can be very valuable and helpful in initial assistance, and also a sympathetic, experienced host family, or an American student with the time and the interest. Feedback from the student is also a vital element to make sure what levels of understanding have actually taken place. A few of the institutions of higher learning in the Middle Eastern countries do have orientation programs or seminars especially for the purpose of preparing the student for an overseas stay. Some of the staff of these schools realize however, that the adjustment problems may be acute and extended, and may make the difference in a successful academic undertaking.

Actual on-the-scene culture shock can generally be combatted with careful preparation and prompt action. It has been suggested by one of the officials of a Saudi Arabian Unviersity (a graduate of one of our midwestern universities) that the adjustment for Saudi students might be made easier, and (in some cases) more successful if a program were devised to "tutor" the student in understanding mores and accepted behaviour patterns on the "American scene." After some training and preparation, this could be accomplished by assigning each student one of the following mentors to assist in the initial few weeks or months: (a) an American girl; (b) an American host family; (c) an American counterpart, who is willing and able to explain, for instance, what is involved in the American social system . . . dating, some of Americans' regard for time, what constitutes a bit of the religious background of the United States, a little of what the legal system entails in its workings, etc. Since some of the students have had little contact with the opposite sex, it could be very useful, as one example, to explain that when an American girl smiles directly at the student, it is not a sign of immodesty, nor of any hidden meanings, and it is accepted behaviour on every American campus or street . . . but also very far from acceptable behaviour in the student's homeland. Many other examples come to mind.

In an extensive study of adjustment problems made for his doctoral dissertation Abdulrahman Jammaz has extracted some of the following information from his survey sampling of 400 (out of 921) Saudi Arabian students who were enrolled through the United States in the winter of 1972. The students responding to his questionnaire were graduate students between 21 and 30 years of age, 60% of whom were registered in the Humanities and Social Sciences, and who were supported by the Saudi government.

1. A large proportion of the group (62%) were satisfied with actual physical, living conditions.
2. Academic progress also rated a satisfactory response; several indices were used, including expression and participation. 41% rated their satisfaction as "great", while 40% indicated "moderate" satisfaction. (Only 6.4% were totally dissatisfied, and 12% recognized some slight progress.)
3. The matter of student-faculty relationships was examined. Because of the ingrained attitude of respect for elders in their home country, there were some difficulties in communication between the students and faculty.
4. Questions about leisure-time activities indicated that: 11% associated mostly with American students; 17% associated most frequently with foreign and other Arab students (excluding Saudis), while 33% associated almost exclusively with other Saudis.
5. Relationships with most Americans were expressed to be satisfactory. But some caution or skepticism about continuing, or more than superficial relationships seemed to be felt.
6. Some experience with color or race discrimination was encountered, concerning culture, or religious background, although 47% indicated that they had not experienced any form of discrimination.
7. Descriptions of the American public, outside the academic community, ranged from "cold and unfriendly and unpleasant" to the other extreme, and 62% indicated that the nature of their social contacts with Americans was to the extent of visiting them in their homes and participating in their community-sponsored activities. 17% reported no relationships whatsoever with the American public outside the college or university community.

   The author states: "A contributing factor in easing the Saudi Arabian student's adjustment to the new culture is deep and meaningful social contact with American families who have a sincere interest in him, and who are willing to introduce the foreign student to the members of the family and acquaint him with community affairs."[4]

   A warning rises from other illustrative material included in this section that formal and superficial contact with Americans tend to make international students less satisfied with their relationships with the American people.
8. In a self evaluation of their own individual adjustment 66% of the students "would recommend or advise that an intimate friend, or younger brother come to the United States to study", while the balance felt that adjustment problems in a strange environment and system were too difficult or frustrating.
9. Size of the institution of enrollment also seemed to be a contributing factor, and the smaller college and university seemed to better suit the needs of these students, who were better able to adjust in such a setting.
10. In statistics relating to marital status, of significance was the fact that married students whose wives had been left in Saudi Arabia seemed to have fewer adjustments to make than those whose wives accompanied their husbands.
11. Fifty-seven percent of the students who were studying in the United States had been employed prior to their arrival, and in most cases, this meant considerable loss of status or importance, adding further stress to these students.

What clearer directives could be outlined for drawing plans and implementing action than those taken from such a summarization? Sufficient numbers of students and scholars have confronted this labyrinth previously to understand its imperatives. The confusion of dwelling in the 20th century can be profitably explored by the mutual ef-

[4] Jammaz, Abdulrahman, *Saudi Students in the United States: A Study of Their Adjustment Problems* (Michigan: Michigan State Unviersity, PhD., 1972, Education higher.)

forts, of those who seek to learn, and adapt, and construct, and those who serve as teachers, counselors . . . and friends. The effects of changes in family circumstances or news from home can seriously effect the emotional reactions and functioning of the Middle Eastern student, and should not be minimized. Careful and sympathetic counseling is a necessity in times of stress for this individual. Groundwork should be laid so that there is an openness and ability to communicate when there is a need.

Without the experience of the discovery of the depths which lie below appearances, many erroneous findings and conclusions can evolve, resulting in mistrust, isolation, and anger which can assume the defensive cloak of rejection. The close linkage between elemental fear and trust can best be understood and interpreted in today's world by extended cross-cultural exchange. And trust is implicit in sending one's sons and daughters into the world of the unknown. (Riding an unknown camel in a strange desert also contains certain of the elements of trust . . .)

PEACE BE WITH YOU

The impact of this visit was of the highest order. The many courtesies, unexpected kindnesses, the openness and sincerity which was always given in response to questions, the warmth and depth of those whom we met will linger in memory always. For all of this, and more, there can never be enough gratitude. The final assessment for each of us is all part of our own mosaic of being and meaning. Some of the psychological, emotional, and physical reactions experienced by each of us have been described by one of the members of the Jordanian team, as he thought of the meaning of the Holy Land in the Middle East, when he recorded these words:

"To attempt to describe the scene standing on the very spot where Moses had stood centuries ago, with the Dead Sea to my left across the 100 mile valley of the River Jordan; Jerusalem straight ahead, perhaps 75 miles away, as distinct as a few kilometers away; and Jericho to my right along with the Mount of Olives just beyond it, was overwhelming. Suddenly, I felt that I had, in fact, made a pilgrimage to the center of all Judeo-Christian tradition. To have walked just a few kilometers from Madaba to this historic site caused me to think about the fact that some of the same stones upon which I had walked were also walked by Moses and his crowds, by Abraham and other biblical figures. And so, as I stood there soaking up all that there was to take in, I found myself realizing once again that relations among people come down to the basics. Politics is only a function of what people have in common, their own self-dignity, their own pride, but more important than all of these, their own sense of history.

And this is what I will take away with me more than anything else, as I leave the Middle East. Common to Egypt, Saudi Arabia, particularly Jordan and Lebanon as well as other Arab countries, there is a tremendous sense of history. We in the United States have only a glimpse of history and accomplishment, certainly one that we can be proud of. However, we have only a minor portion of the tremendous sense of survival that I sensed common to all countries in our short Middle East stay."

We each learned more from this trip than can ever be described; many times we drew upon the known facets of our lives "at home" to draw comparison or make analogies. Our perspectives and outlook have grown, and I think each member of the group is acutely aware of the educational challenges and urgent needs to be met. Our responsibility to respond to the outreach of the peoples and governments of the Middle East made to the people and resources of the United States must take precedence over many other lesser tasks. This is a period of almost inconceivable growth and development in which to provide essential educational services and resources to build those invaluable human resources of the Middle East, and for the benefit of all men's global interaction and future.

BIBLIOGRAPHY

Geddes, Charles L.. Editor "Bibliographic Series"
No. 1 *Islam in Paperback* (1969)
No. 4 *An Analytical Guide to the Bibliographies on the Arabian Peninsula,* (1974)
No. 5 *An Analytical Guide to the Bibliographies on the Arab Fertile Crescent* (1975)
Denver: American Institute of Islamic Studies.

Hamad, Mohamed A.. *The Educational System and Planning for Manpower Development in Saudi Arabia.* Indiana: Indiana University, PhD., 1973.

Jammaz, Abdulrahman. *Saudi Students in the United States: A Study of Their Adjustment Problems.* Michigan: Michigan State Unviersity, PhD., 1972.

Parker, Orin. *"Cultural Clues to the Middle Eastern Student."* Washington, D.C.: AFME, (American Friends of the Middle East, Inc.), 1976. (Copies available for $2.00)

Patai, Raphael. *The Arab Mind.* New York: Scribner's, 1973.

dePlanhol, Xavier. *The World of Islam.* New York: Cornell University Press, 1959.

Polk, William R., *The United States and the Arab World.* Cambridge: Harvard University Press, 1965.

Polk, William R. & William J. Mares. *Passing Brave.* New York: Random House, 1974.

Walpole, Norman, et al.. *Area Handbook for Saudi Arabia*. Washington, D.C.: U.S. Government Printing Office, 1971.

Periodicals

The folowing references with selected issues dealing with the subject matter were utilized:

The Christian Science Monitor. Boston, Massachusetts.
International Journal of Middle East Studies. New York and London, Cambridge University Press.
The National Geographic, National Geographic Society. Washington, D.C.
The New York Times. New York, New York.

The following STATISTICAL SUMMARY OF EDUCATION in SAUDI ARABIA from 1975-80 is the essence of the country's Second Five Year Plan, and it indicates the magnitude of this educational undertaking.

Education Program	Enrollment '74-75	Enrollment '79-80	Teachers '74-75	Teachers '79-80	Graduates '74-75/'79-80	Graduates Plan Total	Schools '74-75	Schools '79-80
Elementary								
Ministry of Education	401,348	677,458	21,669	33,873	30,906	58,283	225,835	2,063	2,908
Holy Qur'an	2,306	8,687	116	435	111	481	1,549	7	23
Al-Asma Model School	662	750	28	42	99	117	501	1	1
Thaghr Model School	921	840	48	48	113	136	712	1	1
Elementary Girls	214,641	356,428	8,970	16,065	18,545	38,464	145,773	827	1,534
Total Elementary	619,878	1,041,163	30,831	50,463	49,774	97,481	374,370	2,899	4,467
Intermediate								
Ministry of Education	70,270	122,136	4,953	10,112	14,495	27,886	108,036	372	596
Holy Qur'an	128	950	13	24	18	139	535	4	4
Al-Asma Model School	353	600	28	48	88	188	715	1	1
Thaghr Model School	455	42420	29	29	134	133	671	1	1
Adult—evening	6,570	11,390	(438)	(1,260)	1,498	3,834	15,169	47	115
Intermediate Girls'	34,061	79,200	2,030	4,550	7,177	17,401	65,826	93	233
Religious Institutes									
Ibn Saud University	8,107	11,098	240	656	1,628	3,287	13,113	37	39
Islamic University	466	1,538	20	94	135	298	971	2	2
Total Intermediate	120,410	239,052	7,313	15,513	25,173	53,166	205,036	557	991
Secondary								
Ministry of Education	19,892	37,875	1,353	2,879	4,038	9,165	35,910	65	102
Holy Qur'an	—	315	—	16	—	49	91	—	4
Al-Asma Model School	430	525	34	42	93	141	685	1	1
Thaghr Model School	303	357	21	21	71	98	465	1	1
Adult—evening	1,623	1,014	(118)	(212)	309	587	2,352	16	31
Secondary Girls'	7,616	17,571	480	1,337	1,347	4,417	16,529	18	50
Religious Institutes									
Ibn Saud University	4,048	8,044	197	403	1,100	2,030	7.217	37	39
Islamic University	1,532	2,785	70	163	—	534	1,953	3	3
Total Secondary	35,444	72,486	2,155	4,861	6,958	17,021	65,202	141	231
Special Education	2,119	4,416	612	975	—	—	—	15	28
Teachers' Training Institutes									
Boys' General	9,093	12,199	698	968	2,156	3,474	15,652	16	21
Boys' Physical Education	230	687	21	69	64	189	530	1	3
Boys' Arts	263	550	37	74	96	147	522	1	3
Upgrading Center	1,032	1,260	25	88	500	600	2,900	2	2
Teacher Preparation Course	511	—	25	—	511	—	600	—	—
Girls' General	4,561	12,981	250	755	1,220	3,504	11,090	26	31
Total Teachers' Training Institutes	15,689	27,487	1,056	1,954	4,547	7,914	31,294	46	60

Education Program	Enrollment '74-75	Enrollment '79-80	Teachers '74-75	Teachers '79-80	Graduates '74-75/'79-80	Graduates Plan Total	Schools '74-75	Schools '79-80
Technical Institutes								
Industrial	2,160	7,385	273	846	297	1,650	5,537	4	13
Commercial—Day	715	3,393	57	244	167	915	2,574	5	9
Commercial—Evening	260	1,268	(22)	(86)	161	231	682	3	6
Agriculture	—	1,299	—	155	—	131	226	—	5
Technical (Girls)	550	1,260	45	120	232	542	1,585	4	4
Total Technical Institutes	3,685	14,405	375	1,365	857	3,469	10,604	16	37
Teacher Training Post Secondary Level									
Junior Colleges (Male)	—	2,223	—	156	—	959	1,674	—	5
Junior Colleges (Female)	—	1,985	—	260	—	692	1,038	—	6
Higher Industrial Center	105	375	40	70	42	106	285	1	1
Higher Commercial Center	—	741	—	44	—	312	947	—	3
Science and Mathematics Center	100	4,920	15	283	—	1,099	2,118	1	5
English Language Course	66	70	6	6	60	65	325	—	—
Total Teacher Training Post Secondary Level	271	10,323	61	819	102	3,233	6,387	2	20
Literacy									
Adult Literacy (Male)	55,540	126,089	4,881	11,374	—	10,688	34,620	1,015	2,015
Adult Literacy (Female)	28,893	393,750	1,445	19,687	—	43,477	89,078	99	1,312
Total Literacy	84,433	519,833	6,326	31,061	—	54,165	123,698	1,114	3,327
University Level									
University of Riyadh	5,638	10,496	959	2,308	581	1,803	6,959[a]		
(Graduate level)	—	(276)	—	—	—	—	(231)		
University of Petroleum and Minerals	1,497	2,651	166	357	155	459	1,727[b]		
(Graduate level)	(54)	(135)	—	—	—	—	(166)		
King Abdul Aziz University	3,737	11,610	633	1,832	431	1,580	4,221[c]		
(Graduate Level)	—	(51)	—	—	—	—	(20)		
Subtotal	10,872	24,757	1,758	4,497	1,167	3,842	12,807[d]		
Women's Teacher Colleges									
Riyadh	790	3,893	79	364	74	692	1,710[e]		
(Graduate Level)	—	(?)	—	—	—	—	—		
Jiddah	219	2,895	22	289	—	659	1,146		
Women's College of Arts	—	396	—	40	—	—	—		
Subtotal	1,009	7,184	101	693	74	1,351	2,856		
Islamic University	890	3,987	48	397	128	506	1,521[f]		
(Graduate level)	—	(176)	—	—	—	—	(92)		
Imann Mohamed Ibn Saud Islamic University	2,556	7,037	181	515	334	1,459	4,902[g]		
(Graduate level)	(96)	(1,541)	—		—	—	(1,444)		
Subtotal	3,446	11,024	229	912	462	1,965	6,423		
Total University level	15,327	42,965	2,088	6,102	1,703	7,158	22,086[h]		

[a]Bachelor degrees = 6,628, Masters = 231.

[b]Bachelor degrees = 1,561, Masters = 137, Ph.D.'s = 29.

[c]Bachelor degrees = 4,201, Masters = 20.

[d]Bachelor degrees = 12,390, Masters = 388, Ph.D.'s = 29.

[e]Bachelor degrees = 1,629, Masters = 81.

[f]Bachelor degrees = 1,429, Masters = 92.

[g]Bachelor degrees = 3,458, Masters = 1,444.

[h]Bachelor degrees = 20,052, Masters = 2,005, Ph.D.'s = 29.

APPENDIX A

WORKSHOP STAFF

Project Director
Robert J. Hefling
Assistant Dean for Graduate & International Admissions
University of Colorado
Boulder, Colorado

Administrative Director
Robert Hannigan
Dean of Student Services
University of Arkansas
Fayetteville, Arkansas

Report Editor
Frank J. Molek
Associate Director of Admissions
Georgetown University
Washington, D.C.

WORKSHOP PARTICIPANTS

Caroline Aldrich
Associate Director of Admissions
California State University, Chico
Chico, California

Allison Birrell
Graduate Admissions Counselor
Wayne State University
Detroit, Michigan

Dona Bretherick
Admissions Administrative Assistant
University of California
Berkeley, California

George Brooks
Director, International Education
University of Northern Colorado
Greeley, Colorado

Kathleen Brusick
International Student Counselor
Montgomery County Community College
Rockville, Maryland

Lynne Camp
Assistant Director, Graduate and Professional Admissions
Rutgers University
New Brunswick, New Jersey

Pete DeLuca
Director of Admissions
Trinidad State Junior College
Trinidad, Colorado

Dorothy DeMiller
Assistant Foreign Student Admissions Officer
University of Arizona
Tucson, Arizona

Walter Dowdy, Jr.
Director of Special Programs
Kalamazoo Valley Community College
Kalamazoo, Michigan

Richard Elkins
Director of Admissions
Kansas State University
Manhattan, Kansas

Claudine Fisher, *Observer*
Associate Director of Admissions and Records
Colorado State University
Fort Collins, Colorado

Sari Halasz
Director, Graduate Admissions
University of California, Los Angeles
Los Angeles, California

Eunice Hoffman
Student Admissions Examiner
University of Wisconsin-Madison
Madison, Wisconsin

Gary Hopkins
International Student Admissions Officer
University of Delaware
Newark, Delaware

Hattie Jarmon, *Observer*
Educational Specialist
Academic Advisory Services
Office of International Training, AID
Washington, D.C.

Johnny Johnson
Director, Graduate Admissions
University of Kentucky
Lexington, Kentucky

Max LaGrone
Assistant Director of Admissions
University of Texas
Austin, Texas

Josephine Leo
Director, International Education Services
University of Maryland
College Park, Maryland

Marguerite Marks
Admissions Officer, Foreign Students
Portland State University
Portland, Oregon

Duchess Mills
Foreign Student Advisor
Midlands Technical College
Columbia, South Carolina

James Kemillard
Assistant Director for Foreign Admissions
State University of New York
Buffalo, New York

Inez Sepmeyer, *Observer*
Administrative Services Officer, Admissions Office
University of California
Los Angeles, California

Maria Simpson
Assistant Director of Admissions
Iowa State University
Ames, Iowa

Ronald Thomas
Director of Foreign Admissions
Southern Illinois University
Carbondale, Illinois

Lee Thompson, *Observer*
NAFSA Community Section Chairperson-Elect
Boulder, Colorado

Diane Wood
Office of Undergraduate Admissions
University of Michigan
Ann Arbor, Michigan

APPENDIX B

COUNTRY VISITS

EGYPT

October 17	AFME Office—Oreintation Lecture
October 18	Association of Arab Universities—Discussion
October 19	Ministry of Education
October 20	Supreme Council of Universities Ministry of Higher Education, Foreign Cultural Relations
October 21	Cairo Unviersity Ministry of Education
October 22	The National Council for Education, Scientific Research & Technology Assiut Unviersity
October 23	Assiut Unviersity Port Said School, Zamalek (private, language, co-educational school) Ain Shams Unviersity, Faculty of Education Faculty of Technology, Matareya
October 26	Helwan Unviersity Ain Shams Unviersity, Office of the President Ministry of Education: —Curriculum affairs —Examinations Affairs —Primary Teachers Education Visit—Teachers education primary school for girls, Aggassia
October 27	University of Alexandria Ministry of Education: —Preparatory Education —Vocational Education Vist a preparatory school Visit a vocational school
October 28	Ministry of Education: —Secondary Education Higher Institue of Technology, Shobra American Unviersity of Cairo
October 29	Al-Azhar Unviersity Ministry of Education Visit a primary school Higher Institute of Technology, Helwan Higher Institue of Social Work, Garden City Higher Institute of Social Work, Garden City Higher Institute of Physical Education (girls) The National Council for Education, Scientific Research & Technology

JORDAN

October 19	American Friends of the Middle East Office Meeting Tour of Jerash
October 20	University of Jordan, Office of the President
October 21	Meeting with Nadia Helou, AFME, Beirut
October 22	American Center (USIS)—lecture and discussion with Ministry of Education Officials
October 23	Petra
October 24	Aqaba and Amman

October 25	UNRWA Amman Training Center UMRWA Wadi Seer Vocational Training Center Ministry of Education (Teacher Training)
October 26	United States Embassy UNRWA Educational Development Center UNRWA preparatory school
October 27	University of Jordan—discussion Ministry of Education Government Secondary School Vocational Training School

KUWAIT

October 20	Ministry of Education — specialized meetings with the Department of Elementary Education, Secondary Education, Primary Education, Planning and Curriculum
October 21	Tour of boy's secondary school and a girl's secondary school-meeting with all principals and review of science facilities and classrooms
October 22	Prepared in-country research on secondary school visitation
October 23	Ministry of Education—individual team members visited specific departments: Teacher Training Institute, Curriculum and Examinations Department Private School Visits Primary and intermediate school visits Technical Institute—visit
October 24	In-country research for Report
October 25	Kuwait University—visit with Secretary General
October 26	Special Education instructors — meeting and tour of facilities
October 27	Kuwait University-tour of research facilities, meeting with Rector, Deans, representatives of the Ministry of Education

SAUDI ARABIA

October 20	University of Riyadh-Discussions Registrar and Admissions Office
October 21	Visit to College of Engineering and College of Education, Vice Rector's Office, University of Riyadh Visit to Girls Education Administration and Data Center, Ministry of Education
October 22	Visit to Institute of Public Administration, the Islamic University of Imam Muhammad Ibn Sa'ud, the Girls College Meetings with representatives of the English Language Center and the U.S. Saudi Arabian Joint Commission on Economic Cooperation
October 23	Team divided: six persons to Dhahran, four to Jeddah
October 24	Work session on Report
October 25	Jeddah group met with representatives of King Abdulaziz University, visited Model Vocational School and Al-Thaghr Model Schools Dhahran group met with representatives of the University of Petroleum and Minerals
October 26	Jeddah group returned to King Abdulaziz University Dhahran group met with representatives of the King Faisal University
October 27	Ministry of Education—discussion
October 28	Visit—Royal Technical Institute, the Assima Model Institute and the Comprehensive School in Riyadh Mettings with Ministry of Education

APPENDIX C

COUNTRY PRESENTATIONS—CAIRO

EGYPT DAY IN CAIRO

Introduction	S. Halasz
Background/History	J. Leo
Primary/Secondary Education	D. Wood
Teacher Education	G. Brooks
Higher Education	J. Remillard
Higher Education	R. Elkins
Placement Recommendations	S. Halasz/J. Leo

JORDAN DAY IN CAIRO

Introduction	A. Birrell
Background on Educational Development	D. Bretherick
Elementary and Secondary Education	M. Simpson
Vocational/Technical Education	P. DeLuca
Teacher Training	P. DeLuca
Higher Education	L. Camp
Placement Recommendations	P. DeLuca

KUWAIT DAY IN CAIRO

Introduction/Overview of Kuwait Educational System	R. Thomas
History	W. Dowdy
Primary/Elementary Education	R. Hannigan
Public Secondary Education	D. DeMiller
Private Schools	C. Aldrich
Technical Education	W. Dowdy
Teacher Training	R. Thomas
Kuwait University	C. Aldrich
Placement Recommendations	R. Thomas

Copies of previous workshop reports are available at the NAFSA Central Office, 1860 19th Street, N.W., Washington, D.C. 20009.

1966 *The Evaluation of Asian Educational Credentials: A Workshop Report* (India, Japan, Philippines, Taiwan). Editor, Lee Wilcox.

1968 *Report of the Training Workshop on the Evaluation of Asian Educational Credentials* (Vietnam, Laos, Cambodia, Thailand, Indonesia, Korea). Editor, Richard Dremuk.

1969 *The Admission and Placement of Students from Latin America: A Workshop Report* (Brazil, Central America, Colombia, Venezuela). Editor, Lee Wilcox.

1970 *The Admission and Placement of Students from the Pacific—Asian Area* (Australia, Ceylon, Hong Kong, India, Malaysia, New Zealand, Pakistan, Singapore, Okinawa and the Pacific Islands). Editor, Sanford C. Jameson.

1971 *The Admission and Academic Placement of Students from Selected Countries of Latin America: A Workshop Report* (Argentina, Chile, Ecuador, Peru). Editor, Joel B. Slocum.

1974 *The German-American Conference on Educational Exchange: A Conference Report* (Germany), Editor, Philip P. Byers.

1974 *The Admission and Academic Placement of Students from the Caribbean: A Workshop Report* (British Patterned Education, the French West Indies, Haiti, Puerto Rico, the U.S. Virgin Islands). Editor, Cynthia Fish.

1974 *The Admission and Academic Placement of Students from Selected Sub-Saharan African Countries: A Workshop Report* (Most countries of East, Central and West Africa). Editor, Cynthia Wise.

1974 *The Admission and Academic Placement of Students from Selected Countries of Scandinavia: A Workshop Report.* (Denmark Finland, Norway and Sweden) Editor, Cliff Sjogren.

1975 *The Admission and Academic Placement of Students from Selected Arab Countries: A Workshop Report* (Egypt, Jordan, Kuwait, Saudi Arabia). Editor, Frank J. Molek.

Several of the reports listed above have been entered into the Educational Resource Information Center (ERIC) system of the U.S. Office of Education, Washington, D.C., and are available on microfiche.